

ASSOCIATION OF AMERICAN COLLEGES

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## The Campaign of Perseverance What Constitutes a Good Teacher? The Colleges as Educational Laboratories

Edited by

**ROBERT L. KELLY**

Secretary of the Association

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### THE ANNUAL MEETING

The program of the fourteenth annual meeting of the Association of American Colleges has been prepared with great care. Perhaps a few of its characteristics are worthy of especial mention.

For the first time we are to have an address by the President of Harvard University. His topic is "The Outlook for the American College." The older members of the Association will recall the remarkable effect on college education in the United States of the booklet by President William Rainey Harper, of the University of Chicago, more than a quarter century ago on "The Prospects of the Small College." It is well now and then for college executives and administrators to see themselves as they are seen by university presidents. Our members will have that opportunity this year. President Lowell's message will not be the same as that of President Harper. We live in another age.

A number of the Association's standing commissions have been hard at work this year in the business of fact-finding. They will have vital reports to make. Each commission chairman will occupy a maximum of fifteen minutes so that there may be full time for general discussion. A feature of this year's reports is that they are being produced on a cooperative basis. This indicates the growing consciousness of solidarity among the workers in the vineyard of higher education. The Commission on Academic Freedom and Academic Tenure is working with a similar commission of the American Association of University Professors. The Commission on Cost of College Education is cooperating with a like Committee of the North Central Association of Colleges and Secondary Schools. The Commission on Enrollment and Training of College Teachers is working with a committee of the Association of American Universities and the new commission now forming of the American

Council on Education. The Commission on Permanent and Trust Funds is cooperating with the Committee on Financial and Fiduciary Matters. This Commission will make some suggestions which may lead to a new development in the Association's work. How are the colleges to be financed?

The Commission on College Personnel Technique is in close touch with the far-reaching work in that field being done by the American Council on Education. For the first time the Commission on Surveys will outline the achievements of the year of many experts in many institutions. The annual meeting becomes a clearing house of the best information on all these matters. The members in attendance will be brought up to date.

One entire session will be devoted to scholastic aptitudes and achievement and the disciplinary conditions under which these may be effectively realized. This discussion should bring the Association to grips with its most important and difficult task. How may the college really educate?

Another topic—Research in the American College—is particularly timely. It is substituted for the formal report of the Commission on Faculty and Student Scholarship. It again represents cooperative thinking and is the outgrowth of plans which have been formulated by a committee which represents the National Research Council, the Social Science Research Council, the American Council of Learned Societies, the American Council on Education, the American Association for the Advancement of Science, and the American Association of University Professors.

Every college in the Association should be represented at the fourteenth annual meeting. Reservations, if not already made, should be made at once. The Chalfonte-Haddon Hall, Atlantic City, N. J., is headquarters for the meeting.

TENTATIVE PROGRAM OF THE FOURTEENTH ANNUAL MEETING  
OF THE ASSOCIATION OF AMERICAN COLLEGES, THE  
CHALFONTE HOTEL, ATLANTIC CITY, N. J.,  
JANUARY 12-14, 1928

*Thursday, January 12*

7:00 P. M. Annual Dinner.\*

*The Address of the President of the Association*—President Lucia R. Briggs, Milwaukee-Downer College.

*The College Situation in China*—Dr. P. W. Kuo, Director of the China Institute in America.

*The Outlook for the American College*—President A. Lawrence Lowell, Harvard University.

*Friday, January 13*

10:00 A. M.

*The Annual Report of the Executive Committee*, Secretary Robert L. Kelly (20 minutes).

*The Annual Report of the Treasurer*, President Bernard I. Bell, Saint Stephen's College (8 minutes).

*The Report of the Commission on the Cost of College Education*, Dr. Floyd W. Reeves, University of Kentucky, *Chairman* (15 minutes).

*The Report of the Commission on Permanent and Trust Funds*, Mr. Trevor Arnett, *Chairman* (30 minutes).

*General Discussion.*

2:30 P. M.

*Reports of Standing Commissions:*

*Academic Freedom and Academic Tenure*, President W. W. Boyd, The Western College for Women, *Chairman* (5 minutes).

*Educational Surveys*, Dr. Charles R. Mann, The American Council on Education, *Chairman* (15 minutes).

*The Enlistment and Training of College Teachers*, Dean Otis E. Randall, Brown University, *Chairman* (15 minutes).

\* Formal and informal. An extra charge of \$1.25 to those registered at the Chalfonte-Haddon Hall. The price for those registered elsewhere will be announced later.

*College Personnel Technique*, Dr. Adam Leroy Jones, Columbia University, *Chairman* (15 minutes).

*General Discussion.*

*The American Undergraduate Abroad*, President W. A. Neilson, Smith College (20 minutes); President W. H. Hullihen, University of Delaware (10 minutes); Dr. Stephen P. Duggan, Director, Institute of International Education (10 minutes).

*General Discussion.*

*The Ideal Type of Library Building for a Liberal Arts College*, President Charles C. Mierow, Colorado College (10 minutes).

*Our Students and the Drama*, Professor George P. Baker, Yale University.

8:00 P. M.

*Discovering Scholastic Aptitudes*, Professor Carl C. Brigham, Princeton University (25 minutes).

*Encouragement of Scholastic Achievement—A Suggested Technique*, President Murray Bartlett, Hobart College (25 minutes).

*Constructive Discipline*, Dean Herbert E. Hawkes, Columbia University (25 minutes).

*General Discussion.*

*Saturday, January 14*

9:30 A. M.

*Research in Colleges*, Dr. Maynard M. Metcalf, Johns Hopkins University, Secretary, Joint Committee on Research in Colleges.

*What We Know About Character Education*, Professor Mark A. May, Yale University, Director of Character-Education Project, made under a subvention from the Institute of Social and Religious Research.

*General Discussion.*

Unfinished Business.

12:30 P. M.

Adjournment.



### "THE EFFECTIVE COLLEGE"

"The Effective College" is the title of a significant book edited by the Secretary of the Association to be published by authority of the Executive Committee in the near future. The purpose of the Association stated in the Constitution—"the promotion of higher education in all its forms in the colleges within its membership and the prosecution of such plans as may make them more efficient,"—is the purpose behind this book, to which twenty-five specialists in higher education have contributed a chapter each.

During the past two years the Association has given unusually serious and intensive study to various elements of primary importance in a present-day effective college. The reports, papers and addresses of the officers and commissions, and addresses by experts brought in from outside in 1926 and 1927 have all dealt with the same topic—betterment of college administration and instruction. The issues of the BULLETIN containing them have been much in demand and some soon became exhausted. Believing many of these scattered contributions were worthy of permanent preservation and that their combined publication in convenient form would be welcomed by the public generally as well as by Association members, the Executive Committee has brought them together, with some additional material to round out the discussion, in "The Effective College." - For Table of Contents see page 375. Orders are now being taken at the special pre-publication rate of \$2.00 per copy. Address the Association of American Colleges, 111 Fifth Ave., New York City.

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### THE CAMPAIGN OF PERSEVERANCE

It is a most significant item in the "Campaign of Perseverance," referred to in the annual report of the Executive Committee, which was published in the February (1927) BULLETIN, that a well-known western state university has

selected as its new vice-president a successful member of the New York City Bar who thoroughly understands the value of The Uniform Trust for Public Uses. As a university officer he will proceed at once to make contacts with the legal profession in the state to which he goes, with a view to greatly enlarging its capital funds.

As another straw showing the direction of the wind, one of the leading independent universities in the east, a member of the Association of American Universities, now has the part-time service of a distinguished member of the New York Bar—the head of what is generally rated New York City's leading law firm—as legal counselor along similar lines. He is considering the offer of the vice-presidency.

The office of the Association has sent to the presidents of Association colleges a document entitled "Capital Funds," which consists of detailed methods of utilizing the trust companies, insurance companies and the legal profession in the Campaign of Perseverance. "Capital Funds" was prepared by one of the leading authorities of the American Bar on matters of this type, who collaborated with the office of the Association in making necessary adjustments to meet the special needs of educational institutions. The document has been approved by the Commission on Permanent and Trust Funds, of which Mr. Trevor Arnett is Chairman.

#### *"Bequest Week"*

Announcement concerning "Bequest Week," also approved by the Association's Commission on Permanent and Trust Funds, was sent to all members of the Association. During the week November 20-26, especial effort was made by certain insurance companies to write insurance with educational institutions as beneficiaries. A list of not fewer than thirty-six colleges which have used life insurance in some form as a means of enlarging their permanent funds was compiled in the interest of this campaign.

### COLLEGE TEACHING\*

The college exists because society desires that youth be taught. Teaching, then, is the thing primarily expected of the college. Teaching is, moreover, precisely what the college itself most desires to do, most delights in doing, is best qualified to do, and does best.

The modern college has, to be sure, an extraordinary variety of functions; but teaching is by so far the most important that all the others taken together cannot rival it in significance. Many of the other functions are indeed by-products of the teaching. Teaching is, in the last analysis, *the* function of the college.

The quality of the teaching is the measure of the success of the college. If the teaching is good, the college is a good college, even though its plant be inadequate and its athletic stars be dim. If the teaching is poor, the college is a poor college, even though it have a Freshman Week and a psychiatrist. If the teaching is good, the college justifies its existence and deserves encouragement. If the teaching is and remains poor, the college deserves extinction.

Teaching is done by teachers. The essential life of the college is in its faculty; and it is in its teaching that the faculty as such is most alive.

The central concern of all those interested in the vitality of the college—the faculty itself, the administrative officers, the trustees, the alumni, the students, and the whole community, immediate or remote, wherein the light of the college shines—should be that the faculty be composed of good teachers; that the conditions of their work should be such as to facilitate good teaching; and that they should actually teach to the best of their ability.

\* Inaugural address of President Ernest Hatch Wilkins, Oberlin College, October 24, 1927.

What constitutes a good teacher?

Take the five or six best teachers you have known; distinguish, if you can, the elements of their power; and combine the recurrent elements in a single composite personality.

When I do so, the visioned figure, poised in the attitude of Charles Edward Garman, looks at me with the eyes of William Lyman Cowles, and speaks and smiles and moves with the attributes of friends who are teaching to-day.

He knows his subject—this composite teacher—and he believes profoundly in its significance, immediate or ultimate, for the enrichment of human life. He cares about his students as thinking, feeling, and growing individuals, and is glad to listen to them and to talk to them, in the classroom or outside the classroom. For their sakes, and because of the nature of his own mind, he selects his material rigorously and orders it effectively. His presentation has always some measure of informality, of give and take. He is courteous and helpful to all; but his chief concern is for the stimulation and the guidance of his ablest students. He is a born teacher; but he is a made teacher as well—made through friendly contacts with colleagues in his own college and elsewhere, through deliberate study of the art of teaching within his own field, through the resolute development of his own powers.

The lineaments of your composite teacher will differ inevitably, to some extent, from those of mine; yet the chances are that in my description you have seen a figure closely akin to the one which you evoke.<sup>1</sup>

<sup>1</sup> Compare President Angell's statements of *desiderata* in the *Report of the President of Yale University* for 1924-25, pp. 11-15. The most discriminating extensive analysis known to me of the qualities of a good teacher is an ordered list of "Qualities Desirable in Instructors in Elementary Courses Conducted by the Lecture Discussion Method," prepared in 1924 and 1925 by a large joint faculty-student committee at the University of Chicago under the chairmanship of Professor F. S. Breed, and printed and discussed in Professor Breed's article, "A Guide for College Teaching," in *School and Society*, XXIV (1926), 82-87.

In the selection of new men or women for the teaching staff, the question first to be asked is surely this: "Is he," or "Is she, a good teacher?" This question should be not only asked but answered; and the answer should be clean-cut and supported by substantial evidence. The matter is so fundamentally important as to justify an expenditure of time and care in the process of selection far beyond that customarily allotted to it. President Hopkins, of Wabash College, in his notable study of "Personnel Procedure in Education,"<sup>2</sup> reports that in none of the institutions which he visited did he find a procedure for the selection of instructors which seemed to him a significant contribution to the problem. The trouble is that the persons of whom the question "Is he a good teacher?" is ordinarily asked are all too often unable to give an intelligent answer. How often does the president really know the teaching qualities of his departmental heads? How often do departmental heads really know the teaching qualities of their subordinates? And how often does the head of a university graduate department really know the teaching qualities of his graduate students?

Yet the essence of the matter from the point of view of proper appointment lies precisely here. It is true that qualities other than teaching ability are desirable, and it is true that some defect or limitation in respect to such other qualities may serve to veto an appointment; but no possible combination of other qualities, however superlative, can justify the appointment of a poor teacher. What shall it profit a college to add to its teaching staff a man who has a fine voice, is a natural mixer, plays golf in the eighties, is a tireless and efficient committeeman, a productive scholar, an idealist in life and work—and cannot teach? Teaching is the soul of the enterprise. Unto the teacher these other qualities may well be added; but teaching ability must be there as the basic quality of all.

It is, then, the duty of the president, or of any one else responsible for an appointment, to use every possible means

<sup>2</sup> *Educational Record, Supplement*, No. 3 (1926), pp. 66-71.



to ascertain the teaching ability of the candidate he is considering. And it is, I believe, a primary duty owed by administrative officers and departmental heads to the profession at large that they should enable themselves to speak intelligently with regard to the teaching ability of their younger colleagues or their graduate students.

Given a faculty composed of good teachers, the prime responsibility of the college lies in the maintenance and development of their teaching ability.

Maintenance and development of teaching ability involve the continuance or the establishment of good teaching conditions, the constant revitalizing of the mind, and the provision of the means for living in a comfortable home.

Teaching conditions include the tools with which one works, the place in which one works, and the amount of work to be done. No one can teach well without an adequate stock of teaching tools. The nature of the tools differs from department to department, but tools there must be. The departments of physical science, of course, require laboratory equipment and material of many sorts. The departments of social science are taking over much of the technique of the physical sciences, and are seeking hungrily for quasi-laboratory facilities, documents, exhibits, and statistical resources with which alone, they say, they can achieve a truly scientific treatment. In the literary fields, the tools are books—many books, more books, and still more books, even beyond the measure of the great book-demands of other fields. Art and music and other subjects have similarly their special needs.

The necessity for the provision of adequate tools is far greater to-day than it ever was before; for modern teaching in all fields deals more than ever before with the individual, and consists more than ever before in placing the proper tools in his hands, showing him how to use them, telling him to go ahead, standing by to help when help is needed, criticizing the product, and repeating the process, through tasks of graduated difficulty, so long as the instruction lasts.



Only with an adequate stock of modern tools can the teacher teach his best.

Library, laboratory, and classroom must be so planned as to reinforce the teaching process in every possible way. They should all give that fundamental strengthening of morale which comes through abundance of light, through cleanliness, through general pleasantness. And each should be cunningly adapted for its own specific purpose. The laboratory should achieve a triumphant convenience. The books of the modern college library should be made so willingly accessible, and the places where they are read should be places where it is so good to be, as to encourage the formation of a lifelong habit of reading much and reading well.

If the same classroom can be used equally well for political science and for English literature, there is something wrong with the classroom. One of the major influences in my own education was the classroom to which, in my sophomore year, I went for my course in Latin literature. Many another Amherst man will remember it as long as he lives. Its walls were enriched with paintings and large photographs illustrative of classic scenes or classic legends, chosen for no conventional reason but because they somehow possessed a powerful combination of interest, beauty, and interpretative significance. Here and there about the room stood a few small bronzes and marbles—at least they are bronze and marble in my memory. I suppose they were really casts; if so, they were singularly fine in workmanship. They, too, were well chosen. The college boy is more interested in the young Augustus than in the aged Socrates. Here, also, were models of Roman homes and Roman theaters; and in low cases which you passed as you came and went were coins that had been clutched or tossed by Roman hands, *fibulae* that had adorned the garments of Roman merry-makers, cups that had been raised to Roman lips, votive offerings of grateful Roman hearts. Professor Cowles had collected most of these things himself as the years passed. Others had been

brought to him by former boys whom he had taught to understand. And how he used the room in his teaching! It was like an orchestra, every element potentially alive, from which, as he would, he drew enrichment for any desired theme.

Only in an adequate environment can the teacher teach his best.

True teaching is hard work. Relentless thoroughness in preparation, mastery of all that is new and should be known, long meditation, wherein the significant and the trivial may reach their true proportions and the essential may stand out in focused clarity—then, in class, the utter eagerness to convey all that which you value so to every one of those whom you value so—and the long drawn-out review of individual reports or experiments . . . true teaching is hard work—modern teaching, with its individual emphasis, hardest of all.

No man, then, should be given so much of it that the burden will bend him into inefficient weariness. It is obviously poor economy to employ a high-grade man and then so weigh him down that he cannot do the very thing you want him to do. You are not getting that thing done, and you have robbed the world of one good man. The average American college teacher teaches too much. By increase of staff, by limitation of the student body, by the placing of students more and more upon their own responsibility, the energy of the teacher should be so conserved that his every class meeting may be a memorable and a formative event.

Only when the amount of work required is reasonable can the teacher teach his best.

Continued excellence in teaching requires a constant revitalizing of the mind. The very nature of the teaching profession, with its demand that the teacher constantly give forth, indicates the necessity that he should also constantly take in.

This renewal should take place both through reading and through association with other minds. The college, then, should make it possible for the members of its faculty

to own and to read the most significant current publications within or related to their several fields; and the college should make it possible for the members of its faculty to mingle with one another in such a way as to produce a mutual enrichment of intellectual resource, and to meet, at local or national gatherings, colleagues engaged in similar work in other institutions.

Only under the enlarging influence of reading and of comradeship can the teacher teach his best.

There are men, and there are great teachers among them, whose creative instinct is satisfied by the teaching process itself, so that they seek no other parallel means of expression. But the very type of mentality which characterizes the good teacher in many cases suggests or even demands that he engage in some parallel form of intellectual creation: it may be direct artistic creation; it may be the interpretation to a wider audience of the significant results of research; it may be research itself.

At this point I should like to bear witness that, in my convinced opinion, there is absolutely no inherent opposition between research and good teaching. I have been clear enough, I hope, in my insistence that for college purposes excellence in teaching is the main thing. I do not regard interest in research as a necessary concomitant of college teaching. And I deplore the wasted energy of men who, under extrinsic pressure, attempt research though they have no gift for it. But if a man has, in addition to teaching ability, the gift of research—if he has really, in the intellectual domain, the adventurous spirit of the pioneer, if he combines wide-ranging imagination and infinite patience—then that gift is to be cultivated as a precious thing: precious not only because of the inherent value of its results, but precious because if rightly utilized in connection with his teaching it may vivify that teaching in the highest degree. The enthusiasm of research tends to permeate all the related teaching field, and the teacher is thus a better teacher because of his research. Moreover, youth loves pioneering. The knowledge of true achieve-

ment engenders respect; and if the teacher finds it possible to admit a qualified student to participation, even humble participation, in research, that experience may well become a major factor in the building of the boy's mentality.<sup>3</sup>

Research, then, should be encouraged as a reinforcement of teaching; so should the interpretation of research; so should direct creative writing. The desirability of such activity, from the point of view of its beneficent effect on good teaching, constitutes indeed one of the reasons why the actual teaching load should be kept light.

Only if instinct for research or other creative expression be satisfied can the teacher teach his best.

The efficiency of the teacher is determined not only by the conditions of his work and by the extent to which his mind is constantly revitalized, but by the conditions of his home life. They indeed, more than anything else, color the lenses through which he sees the students and his work diminish or enlarge the store of energy whereon he, as teacher, must draw. If the college, then, really desires that a man should teach well, it must make it possible for him to live well. No one proposes, and few desire, luxury; but the men who are to teach our children should be able to live in comfort and in dignity, not untouched with beauty.

The circumstances of professorial life, moreover, react directly upon the student's attitude toward his college work. If the intellectual life of science and of art is seen to reduce its followers to hardship and discontent its value is thereby discounted in the student's scale. If the professorial home, however simple, is such as to make it a privilege to be welcomed there, the value of all collegiate endeavor rises thereby in student estimate.

Only on the basis of an adequate salary can the teacher teach his best.

Of him to whom much is given, much is to be required. If the college enables a man to teach with adequate tools,

<sup>3</sup> This is the doctrine of President Mason, of the University of Chicago, who is seeking, through its application, to give a special stimulus to able undergraduates.

in appropriate surroundings, without an excessive instructional burden; if it provides him with opportunities for mental growth and encourages the exercise of his creative energy; and if it makes possible for him a sunny home life—then is that man beholden to serve the college with a deep and grateful loyalty, then is that man in honor bound to teach his best, and to make that best ever better as the years go on.

Teaching is forever a dual experience, shared by the teacher and the student. For its success, the actual co-operation of the student is indispensable. The college can fulfil the great task entrusted to it by society only if the student plays his part. That means, in the first place, the loyal following of the paths marked out by the teacher, together with all the exploratory ramblings through the adjacent fields and woodlands that the student himself may seek; and in the second place, constructive participation in the solution of the perpetual problem of improvement in the conditions of learning, of study, of life.

And I have reason to be confident that our modern students will play their part loyally in this great enterprise. I believe to be true of them the great dictum of Aristotle, reenforced by Dante:

"All men—that is, all human beings worthy of the name—all men have by nature the desire to know."

And I believe to be true of them the companion dictum, inherent in the words and the life of Jesus of Nazareth, reenforced by many a man upon this faculty:

"All men—that is, all human beings worthy of the name—all men have by nature the desire to serve."



## THE COLLEGE PERSONNEL PROGRAM

DAVID ALLAN ROBERTSON

Assistant Director, American Council on Education

The college has always been interested in the selection and development of the individual. Once upon a time, when conditions more nearly than now approximated those when a single boy was on one end of a log with a Mark Hopkins at the other, it was easier to choose and educate. When a real teacher was engaged in the education of a man, departmental subjects hardly mattered. But with the coming of crowds to our colleges, many a teacher overburdened by the mass is tempted to take refuge in his subject, merely imparting departmental information, and losing sight of the individual. No wonder there is in some quarters a cry that too many people are going to college.

Industry, which during the nineteenth century became so complex and vast in its development, has had the same problem. The single employer who could personally engage and continuously supervise his few apprentices has been succeeded by a corporation interested in mass production and marketing on a huge scale. The corporation has had to divide among reliable agents informed of the needs and purposes of the company the responsibility for recruiting and training employees. And industry has been greatly interested in recent years in the aid which it can get from the psychological laboratory and the administrative offices alert to the problem of discovering and developing the abilities of men. Having brought to a high state of efficiency its machines and materials, industry is studying its even greater problems of personnel.

But industry has an advantage over the college in that its leaders know for what they need men. Are there too many men in college? What men should go to college?



What should men go to college for? The frequent and eager discussion of the objectives of the college need not be continued here. One who has followed the attitudes of colleges for thirty years, however, must be interested in the definite rapprochement of those who emphasize the cultural purpose of the liberal arts college and those who recognize a relationship of the college to the careers of its graduates. The president of one of our large colleges for women recently exclaimed in a letter to the *New York Times*: "Let us have done with this debate about vocationalism. It will not get us anywhere. Any student at any time anywhere can make any subject a vocational one." Even in that ancient home of liberal studies, the University of Cambridge, there has appeared in recent years a pride in the growing relations between that university and the industries of Great Britain. In 1923-24 twice as many graduates of Cambridge entered business and industry as in 1921-22. Even the English public schools have become aware that the very qualities which they have sought to develop and which they believe to have swept the field of Waterloo and held the heights of Vimy are those which have a direct vocational value. Twice in recent months, distinguished Englishmen have pointed out that business houses should not shut their public school men up in counting houses with ledgers and cash books, but should employ their special abilities in relations with laborers on the one hand and directors on the other. And last July the official spokesman for English education, Lord Eustace Percy, Secretary of the Board of Education, addressing the Association of Principals of Technical Institutions, vigorously condemned what he called the "degrading conception" that there is something conflicting between "a man's vocation and the education needed to fit him for that vocation," and denounced the "traditional horror of education having too much to do with a man's job in life." To-day in England and America it is entirely possible to include in the purpose of the college the vocational idea and the cul-

tural purpose. Some years ago I put it thus: The purpose of the college is to provide training for effectiveness in labor for oneself and for society and for the employment of leisure by oneself and in society.

At any rate the old suspicion of utility is passing and it is possible now to seek from leaders in the professions and industries information concerning their daily activities. Knowing what college graduates must do to perform their share of the world's work, we can analyze that work to learn what the schools and colleges must do to prepare men more effectively for their life after graduation. For the Association of American Universities and the Council on Medical Education, Dr. Rappleyea, of Yale, is conducting a study which will enable us to understand what a physician must do and be in the next generation in our country. The Y. M. C. A. is describing the work of the Y. M. C. A. Secretary. Dr. Charters, of the University of Chicago, has specified the requirements of pharmacy and is at work upon the description of the teacher's profession. In industry, some twenty companies of national importance are cooperating with the American Council on Education in the preparation of detailed accounts of the activities of the many types of their employees. When the colleges know what their graduates must be and do in order to perform effectively and happily their share of the work of the world; when the colleges have a real analysis of the life of an American citizen of to-day and to-morrow, they can more wisely select and train men for that future.

One illustration of the relation of the needs of industry to the philosophy of the college will show how closely akin are the purposes of both. A great industry which seeks to promote its "superior" men describes them as those "who foresee coming situations and get ready for them" and declares that a progressive employee is "one who handles new situations well." Last summer a friend of liberal education, the Bishop of Oxford, said that the purpose of education was not merely to transmit the experience

of the race but to enable a man to deal with new situations. Plotinus quotes a pertinent passage from Plato concerning "that knowledge which is not stranger in things strange to it." If both industry and education can agree on the desirability of finding and developing such men, a way will be found to get them.

"Personnel" is a new name for an old thing. Even the intelligence test, that favorite device of the modern personnel officer, is an ancient way of selecting men. Out of an army of twenty-two thousand men, Gideon desired a band of three hundred. It was the Lord Himself who set the intelligence test described in the seventh chapter of Judges. Indeed, after the creation of man, the Lord set up a test to measure his own achievement—a test which our forefather failed to pass. But recent years—more particularly since 1890—have seen in the colleges a great increase in provision of officers charged with attention to individual students; deans of men and deans of women, deans of this college and of that, advisers, counsellors, health officers, and two departments concerned especially with the development of individuals—psychology and education. And now we are developing the personnel bureau.

It is greatly to be hoped that no personnel bureau will be permitted alone to carry on what should be the joint responsibility of all who have to do with the choice and development of college students: deans, examiners, registrars, health officers, psychiatrists; members of committees on scholarship, loans and eligibility; fraternity advisers; heads of dormitories; professors of psychology and education, and all other teachers, especially teachers of freshman composition, who have a greater amount of useful, confidential information than almost any other officers and who with the consent of their students might use their knowledge for advancing the growth of the student. In short, there should be some means whereby all instructors and other officers might cooperate in encouraging the growth of the individual. Perhaps the point of view of a personnel officer and some of his devices may help us.

This at least is the hope of some who have given much thought to the problems which arise in the selection and development of men in industry and the professions and in education. That is why the members of the Division of Anthropology of the National Research Council called a conference in Washington, January 1, 1925. Representatives of fourteen universities and colleges attended this National Research Conference on Vocational Guidance in Colleges. These constituted an advisory council with power to increase its membership and voted to ask the American Council on Education to be its sponsor. Dean H. E. Hawkes was elected Chairman of the Advisory Council and of the Executive Committee of five which the Chairman was authorized to appoint. The Executive Committee, Messrs. Hawkes (Columbia), Holmes (Harvard), Mann (American Council on Education), Scott (Northwestern), and Wellman (Dartmouth), prepared many memoranda and sought financial support.

From Mr. John D. Rockefeller's benevolent fund a grant was made which enabled the committee to invite Mr. Louis B. Hopkins, then of Northwestern University and now President of Wabash College, to study methods of personnel procedure in fourteen institutions. Mr. Hopkins's report was published as a supplement to *The Educational Record*, October, 1926, and is available as a reprint.

The committee then presented to Mr. Rockefeller a plan, (1) to inform the colleges and universities concerning the best personnel methods; (2) to prepare a personal record card which should afford personal information to teachers and administrators at the college level; (3) to prepare achievement tests and make available all the facts concerning them in an effort to stimulate such testing; (4) to develop objective and useful measurements of character; (5) to prepare vocational monographs. For these projects, Mr. Rockefeller granted to the American Council on Education the sum of twenty thousand dollars a year for three years.

The Executive Committee then decided to invite the cooperation of scholars in the work of the four committees, of which the Chairman of each should be a member of the Executive Committee, and to determine policies at a conference of all members of all committees. The American Council on Education invited the following men and women to serve on these committees and to attend a conference at the Hotel Thayer, West Point, N. Y., July 1 and 2, 1927.

*Committee on Personnel Methods:* H. E. Hawkes, (Columbia) Chairman; H. W. Holmes, (Harvard); L. B. Hopkins, (Wabash); C. R. Mann, (American Council on Education); W. D. Scott, (Northwestern).

*Committee on Personal Record Cards:* L. B. Hopkins, (Wabash) Chairman; Mary H. S. Hayes, (New York University); J. H. Willits, (Pennsylvania); J. J. Coss, (Columbia); D. T. Howard, (Northwestern).

*Committee on Achievement Tests:* H. E. Hawkes, (Columbia) Chairman; Agnes B. Leahy, (Connecticut College); V. A. C. Henmon, (Yale, now at Wisconsin); M. R. Trabue, (North Carolina); Ben D. Wood, (Columbia).

*Committee on Personality Measurement:* D. A. Robertson, (American Council on Education) Chairman; Grace E. Manson, (Michigan); F. F. Bradshaw, (North Carolina); Donald G. Paterson, (Minnesota); E. K. Strong, Jr., (Stanford).

*Committee on Vocational Monograph:* C. R. Mann, (American Council on Education) Chairman; Emma P. Hirth, (New York); W. W. Charters, (Chicago); A. B. Crawford, (Yale); C. S. Yoakum, (Michigan).

All of these members of the committee were present at the general session, Friday morning, July 1, except that Miss Leahy was represented by Miss Margaret Smith, Mr. Crawford by Mr. S. S. Board and Mr. Charters by Mr. Douglas Waples. The conference, after eager and pertinent discussion of policies and procedures, voted to invite all interested groups to a conference next winter. Further discussion developed the need for a central office which



might quickly evaluate available material; afford information concerning personal record forms, achievement tests, rating scores and vocational monographs; and stimulate the cooperation of colleges and universities, secondary schools, and other organizations concerned in personnel procedure.

The afternoon and evening of Friday, July 1, were devoted to sessions of the several committees which presented their findings at the session of the conference Saturday morning.

The Committee on Personal Record Cards undertook to develop two separate cards: (1) *A Complete Educational Personnel Record*. This will contain items of record covering a student's life from the seventh grade through college and will include personal, extracurriculum, and academic records. It is the intention of this card to have a check list of items useful for immediate service in colleges, high schools and in research. Each item will be defined; its use will be described; and whenever possible a summary of the supporting experimental evidence will be given. (2) *A College Personnel Record*. This, which will involve both a list of items and a manual of instructions, will contain items of record selected because of their immediate utility in the care of individual students of college grade. Items which may be included on a card placed in the hands of each teacher will be indicated. This list is intended for the key personnel card of the college, distinct from the record kept for admission or for the cumulative record of grades. The American Council on Education will offer for sale a card on which all listed items are included.

The Committee on Achievement Tests recommended that the central office undertake study of work in schools and colleges in the preparation and use of objective achievement tests and that the secretary attempt to stimulate the intelligent use of placement lists and objective achievement tests in colleges, using an annotated list of available tests for the college work with directions and suggestions for



their use. The sub-committee engaged in preparing this list was authorized to promote comparability studies on the part of such institutions and commissions as they can interest in the project. Tests being already available in Modern Foreign Languages, High School Mathematics, American History, English, First and Second Year Latin, Physics and Chemistry, the committee has undertaken to develop as rapidly as possible tests in the following fields, the subjects being listed in the order of importance for this purpose: Economics, Government, Ancient History, European History, Solid Geometry and Trigonometry, Biology. The committee recognizes that, although there are enough tests for three or four years, any permanent use of such tests will be dependent on preparation of new forms in practically every subject.

The Committee on Personality Measurement considered especially the present status of rating scales. The Committee feels that personnel work demands, in addition to ability and aptitude tests, estimates and measurements of other personality traits. It recognizes that rating scale techniques are provisional pending the development of objective measurements. It believes that meantime sufficient progress in measuring personality traits has been made to warrant further trial. In view of the small number of valid tests of personality traits it recognizes that rating scales will be necessary for some time to come. It recommends for the safeguarding and improvement of rating procedures the following principles: (1) Rate only traits observed by the rater. (2) Rate only those traits for which valid objective measurements are not now available. (3) If instructors are to rate large numbers of students the number of items should not exceed five. (4) Traits should be mutually exclusive. (5) No single trait should include unrelated modes of behavior. This Committee at a meeting in Columbus, Ohio, December 29 and 30, 1927, will endeavor to prepare a rating scale on these principles for use in a cooperative experiment among selected secon-

dary schools and colleges and will prepare a manual for the guidance of raters and makers of "word pictures," recognizing the importance of training raters in order to obtain valid ratings.

The Committee also took steps to make available as soon as possible the Vocational Interest Test prepared by E. K. Strong, Jr., with scales and scoring manual especially for engineering, the ministry, law, medicine, and certified public accountant. The Committee is desirous of considering other tests of personality traits if sufficiently developed to warrant inclusion in this cooperative program.

The Committee on Vocational Monographs undertook to describe the results a well-written monograph achieves, the types of information it contains, and the sources of information and methods of its presentation. The Committee after having analyzed as many existing monographs as practicable during the summer planned to develop a working model outline of form and content. It intends to invite four or five individuals or firms to prepare one vocational monograph each in some occupational field where reliable occupational data are available. These should be ready by March, 1928. Samples of these four or five monographs will be distributed to colleges with appointment offices so that the form may be tried by students graduating in June, 1928. The reactions of these students will be studied and on the basis of the results improved outlines and forms will be tried in 1929.

During the summer, the studies of the sub-committees have been vigorously pushed. At the meeting of the Executive Committee, October 25, the Secretary reported that seventy-eight colleges had sent one thousand personnel forms to the office affording four thousand items for statistical study. These seventy-eight institutions ask incoming students a total of three hundred and thirty-four questions. Of course, many of them are common to all. Some of the less common include: "Do you wear high or low heels?" "What is the annual income of your father?" "What is

the financial credit of the family?" "What is the political party of your father?" The Committee has a real task to determine what is the useful information which can be put on a card. The effort will be to see not how much can be asked for but how little is necessary.

A study of the forms of seventy-eight colleges shows that thirty-eight are using rating scales, listing 118 traits. From the forms we have 640 items for statistical study. The smallest number of traits which a college asks to have considered with respect to each student is five; the greatest is fifty-seven. The average is fourteen. Ratings are sought from instructors, high school principals, friends, employers, business references, ministers, deans, fellow students and the students themselves (self-ratings). The traits most frequently listed are: intelligence, leadership, initiative, companionability, cooperation, personality, industry, reliability and perseverance. Obviously, there is an opportunity to apply the principles of the committee.

The Committee on Vocational Monographs has analyzed 108 monographs and has made a tentative outline of what can best be included in such documents.

The interest of the colleges in the program has been manifested by lively correspondence, since the publication of plans in July, but especially since the opening of the academic year. It is already clear that the number of college officers vitally concerned and eager to participate is so great as to assure a fully representative and expert cooperation in whatever experiments may be undertaken. One reason for the confidence of the colleges is undoubtedly in the cautious wisdom thus far shown by the committees. It is to be hoped that out of the efforts of all concerned will come ways of helping every college teacher and officer to do his best to develop the individual.

## THE COLLEGES AS EDUCATIONAL LABORATORIES

ROBERT L. KELLY

Within the past few years a great deal has been set forth in the *BULLETIN* concerning certain experiments in Harvard, Princeton, Columbia, Chicago, Minnesota, Stanford, Swarthmore, Smith, Reed, Carleton, Yale, and a few other institutions. These experiments have to do chiefly with reorganization of the curriculum material, the development of personnel work, and more recently the newer methods of examination and teaching.

It is well known that honors work or some equivalent is being attempted in more than one hundred colleges and that personnel work in some form is being introduced almost everywhere. The experiments that follow have to do chiefly with types of subject matter, the organization of the curriculum, personnel work, and methods of teaching. The purpose of this article is chiefly to show how widespread is this spirit of experimentation.

The evaluation of the experiments themselves is altogether another matter. This step should be taken soon.

### ADMINISTRATION

*Duke University*, North Carolina, is consistently working out a new plan of college administration. Incidentally, it has the largest resources ever given to an educational institution at one time. This institution not only recognizes the three dominant administrative functions—instruction, student welfare, and operation—but it dares to put them upon a coordinate basis. Duke has three vice-presidents and these officers function in the three fields just named. One vice-president has general oversight of the program of studies, another of student affairs, including student societies, athletics, health, and religious life; and the third, the

physical plant and financial administration in general. No institution, known to the writer, has so thorough-going a program of tripartite administration as Duke University.

A most interesting experiment is now being inaugurated at *Occidental College*, California. The plan is to erect on the present campus where a coeducational college is operating a separate women's college, and to build a men's college on an extensive campus some twenty miles distant. These will be the Occidental Colleges. They will be managed by the same board of trustees, with the same president and treasurer, and with a division of executive and administrative functions not hitherto attempted in all details by any American institution. Two colleges of moderate size are to grow where one grew before. Each is to be a residence college. The emphasis is to be on quality not quantity. This emphasis applies not only to scholarship and character but to architecture, landscape, and other environmental and material standards. The cosmopolitan character of these colleges is guaranteed by the fact that the sixty-seven present members of the faculty took their baccalaureate degrees in thirty-five different institutions, while all of them have studied in universities of the highest rank at home or abroad, and most of them have studied or traveled or had service in foreign lands.

*Scripps College*, California, is a college for women located at Claremont, near Los Angeles. It is associated with Pomona College as the second in a plan of federated institutions to be known as the Claremont Colleges. The College owes its founding to Miss Ellen Browning Scripps, of La Jolla, California.

Scripps College opened September, 1927, with a freshman class of fifty and a faculty of seven. Classes of approximately this size will be admitted each year until the total enrolment including the first year of graduate work is 250—the limit set by the board of trustees.

The essential features of Scripps College will be its limitation of enrolment to 200 undergraduates, its com-



plete residential character with emphasis upon small residence halls of non-institutional aspect; its association with Pomona and other institutions yet to be established in sharing large central facilities and instruction; its complete independence of character, having its own faculty, board of trustees, endowment and campus; a plan of instruction involving the essential features of lectures, conference instruction and tutoring; and a restricted, integrated liberal arts curriculum in under class years, with marked opportunities for concentration and election for upper classmen and graduate students.

The president of the *Western College for Women*, Ohio, is striving to bring about a closer *rapprochement* between his faculty and his Board of Trustees. To the former he states the points of view of the board regarding the purposes of a college and the use of the means at command in working out the problems of education. To the board he presents some points of view from the faculty. The president feels that when a variance occurs in objectives within a college, much of it is brought about by the fact that the persons interested do not have complete understandings of the various problems.

#### ADMISSION

At *Agnes Scott College*, Georgia, all admission is strictly competitive. Registration years ahead is discouraged, and no fee is accepted until the high school course of the applicant has been checked, and the college assured that the proper units will be offered with strong grades. Fees are received subject to the competitive regulations, and no student is accepted before June 15 prior to any September opening. On June 15 the Admission Committee begins the selection of applicants on the following general bases, considered approximately in the order named: (1) The strength of the preparatory school; (2) grades attained and the type of school recommendation; (3) the quotient on a required psychological test; (4) a report, constitut-



ing almost an English examination, from the student in response to a personal letter from the president of the College dealing with many phases of personal and school life; (5) confidential letters from at least five people, including two teachers, who know the student well; (6) a physician's report as to the candidate's health; and (7) the date of registration.

#### CHAPEL

An interesting experiment, which is being tried for the first time this year at *Colorado College*, is the substitution of a brief voluntary religious service each morning for the former plan of compulsory daily chapel. Under this new arrangement provision is still made for occasional meetings of the entire student body by the requirement of attendance at an assembly once each week, in addition to a weekly student meeting. Speakers at the assemblies—which are of a non-religious character—are given a full hour in which to address the students. The pastor of the First Congregational Church becomes this year chaplain of the College, the first incumbent of this office. He presides over the morning prayers two days each week, and the president, the dean, and the professor of Biblical Literature and Applied Religion are in charge on the other days. The Grace Episcopal Church conducted last year special vesper services once a month. This series of meetings, which is felt to be a very real contribution to the spiritual and religious life of the college, will be continued this year.

#### DEFINITION OF PURPOSE

*St. Stephen's College* of Arts and Sciences, New York, also emphasizing pre-professional work, is a men's college. It advertises itself as a place of educational experimentation. It tries to avoid the two extremes of secularism and sectarianism. It announces "hard intellectual labor" as the purpose of the college, and it undertakes to furnish and arrange the conditions for student thinking as carefully

as a chemist controls conditions for his test tube experiment. Its enrolment is limited to 250 students with thirty teachers. It has defined its task with definiteness. Incidentally its policy has resulted in the death of intercollegiate football, but not the other sports.

#### FACULTY AND STUDENT SCHOLARSHIP

*Davidson College*, North Carolina, not being able as yet to finance a sabbatical year for the instructors, in lieu of that arrangement, does these two things. First, the college offers each summer to as many as four or five members of the faculty two hundred dollars each, provided they will spend a minimum of six weeks studying in some approved university in the same department as that in which they teach at Davidson. These grants are assigned in order of seniority. Since the plan was started, some twenty teachers have availed themselves of the privilege. The plan seems to justify itself in the opinion of the entire faculty. Second, the college enables two of the instructors to travel abroad each summer. The entire expenses are not always paid, but such an amount is available as will enable the trip to be made. It is the uniform judgment that the expenditure is abundantly justified. So far nine men have been thus assisted.

*Whitman College*, Washington, initiated and has successfully developed the plan of requiring a comprehensive major examination before the end of the senior year in the field in which the student has specialized. Years before Harvard introduced this system, Whitman had it in successful operation. Every student is required at the end of the freshman year to choose a major subject and a considerable part of his subsequent college work is done in that field. Before he can be graduated, he must pass an examination on the entire field of this major subject. This examination is conducted by a committee of the faculty whose purpose is to discover the breadth, accuracy, and thoughtfulness of his work. The examination may last three hours and is

oral, although it may be supplemented by written papers. It is a serious matter casting a shadow over the senior year and requiring careful preparation. Its advantage is that it makes a comprehensive view of the subject necessary for the student and binds together into unity the work of the last three years.

At *Williams College*, Massachusetts, honors work is open to all upper classmen who have proved themselves capable of independent, self-directed work, and whose standing is well above the middle of the class. In most of the freshman courses, pre-honors sections are set up, in some instances at the beginning of the freshman year. Not all who are able desire to take advantage of the opportunity, but enough seek places in the pre-honors sections to keep the lists well filled. The difference between a pre-honors course and the honors work of upper class years is this: the former is group work, and the latter individual. Pre-honors courses require more of the students, but this they are willing to undertake because of the opportunity to pursue honors work in their upper class years. Honors work is of a more mature and advanced nature than that offered in the regular courses. A student taking it is released from one required course, his attendance is regulated by agreement with his instructor, and he may be relieved from routine requirements in any course. The college assumed that not more than 10 or 12 per cent. of the upper classes would qualify for honors work the first year. As a matter of fact, 15 per cent. qualified. Of these a few were found unwilling or unable to pursue the work satisfactorily. Offsetting these failures a large proportion improved their grades and many surprised their teachers by making records far beyond anything they had made before. "In other words, we are satisfied that we are on the right track."

#### FINANCES

Various expedients have been resorted to at *Hood College*, (for women), Maryland, to "live on nothing a year" until

a sufficient endowment could be accumulated to meet current expenses. A college farm nets the equivalent of one hundred thousand dollars. A steam laundry, serving all students, equals another hundred thousand. College dormitories conducted by an expert, in this fruitful "garden of the Lord" (see Whittier's *Barbara Fritchie*), account for several hundreds of thousands. Then "the pull all together" toward the larger amount of actually invested endowment has proven an interesting experiment. Hood's greatest adventure, however, has been in allowing her president to remain on the job until he learned how to do it. President Apple has been at Hood for thirty-five years.

*Our Lady of the Lake College*, Texas, like some other Catholic colleges has received very little financial aid from any source save the revenues of the school, practically all of which have been turned back into the development of the college itself, since no salaries are paid to the teaching Sisters. The value of the property is now over one million dollars, and the indebtedness something less than a quarter of a million.

#### FINE ARTS

For a number of years the *University of Michigan* has maintained a fellowship in Creative Art, the stipend for which is \$5,000 per annum, that amount having been contributed by an alumnus. The holders of the fellowship have been Robert Frost, the poet, Robert Bridges, Poet Laureate of Great Britain, and Jesse Lynch Williams, author and playwright. There are no specific duties in connection with this appointment. The appointee is expected to live in Ann Arbor and be accessible to students as they may wish to consult him. There is a temporary cessation in operation of the Fellowship, but there is a very urgent demand that it be continued.

#### FRATERNITIES AND SORORITIES

With the opening of the sorority quadrangle, in which fourteen sororities have houses, *Northwestern University*,

Illinois, completes an important part of its housing program at Evanston. All men students live in dormitories or fraternity houses at the northeast end of the campus and all women students live in similar accommodations at the southwest end. Fraternities and sororities are not permitted to own houses off the campus. Space, free of cost, is provided on the campus and all houses must be approved by the university architect, the dean of women and the dean of men. No fraternity or sorority is allowed to build a house more extravagant than the others. Under this arrangement not only are all students housed on the campus, but a uniform style of architecture is made possible in all campus buildings. Northwestern believes that the policy of having the students thus grouped together makes for democracy and college spirit.

#### INTERNATIONAL RELATIONS

At *Earlham College*, Indiana, students and faculty have cooperated in sending one of their students to Japan for a year's study. This move is made in recognition of the importance of the culture of the Orient to a complete education in the modern world. Earlham means to show that Western peoples are ready to learn from Orientals. The selection of Japan for this experiment is due to a desire to reach around the Exclusion Act of 1924. The first student to have the advantage of this plan sailed in October. He has completed three years in Earlham, and will spend at least a year of study under the direction of Dr. Takagi, of the Imperial University, Tokyo. It is not expected that he will complete more than eight or ten credit hours of work due to the language difficulties. His return to Earlham for a final semester will afford the students an opportunity to receive some of the stimulus from his year in the Far East.

#### METHODS OF TEACHING

The College of Arts and Sciences in *Cornell University*, New York, is experimenting in the field of "informal



study." This consists, in general, of specific readings and reports, or of experimentation and productive work which are intended to furnish the student with opportunities for the expression of initiative in his major field of study. The informal study is supervised by the student's upper class adviser who determines its credit value. This year the privilege of informal study has been extended to certain sophomores of high scholastic standing.

*Randolph-Macon College for Women*, Virginia, is making a stubborn effort to demonstrate the value of newer forms of teaching and examination. Technically, the phases of the task are called Thesis-Response Study Assignments, Unannounced A-D-U Tests and Thesis-Response Examinations. Students are placed in situations in which they are expected to express and to defend their agreement or disagreement with statements or theses—situations which are inherently thought provoking. Their A-D-U response may be one of agreement, disagreement, or uncertainty. Some of these tests may be unannounced in which case the aim is to ascertain the ideas which need to be emphasized in the teaching or the ideas which have not been assimilated. The principles of the thesis-response are applied to oral examinations which are substituted for the conventional written examination. A full description of the experiment may be found in the College bulletin for September, 1927.

The Department of Education of the *University of California* is conducting a national contest in the construction of objective or new-type examinations for the purpose of stimulating the construction and use of such examinations. The objective or new-type examination employs principally such devices as the "completion," "multiple-answer," "true-false," "matching" and other similar tests. Full particulars will be given by Dr. G. M. Ruch, or Dr. G. A. Rice, Berkeley.

The *College of St. Teresa*, Minnesota, reports excellent results from methods of dealing with the students engaged in practice teaching. At the end of each day during the



practice teaching period the student teacher makes a tabulated report of her hours of teaching, supervision and observation for that day. When the practice teaching is finished, two rating sheets are filed for each student, one by the head of the department of education, and one by the principal of the model high school. These rating sheets cover various points which determine a teacher's success and summarize, point by point, the critic's estimate of the teacher's work. These three reports—the one made by the head of the department of education, the one made by the principal of the model high school, and the student's own report of her work—are filed with the student's permanent record. They are of considerable value to the faculty committee on recommendations when the time comes to select candidates for various positions.

#### ORGANIZATION OF THE CURRICULUM

At *Emory University*, Georgia, a group of "survey" committees is engaged in the careful study of various features of the curriculum and organization of the College of Liberal Arts. One of the most definite results as yet emerging from this study concerns the relationship between the records of "pre-medical" students in the College and their records in the School of Medicine.

A comparative study of the records of students entering medicine with two, three and four years of college preparation makes it clear that the amount of time spent in college is less significant as a factor in success in medical school than is the quality of work done in college. The man who, in college, does inferior work profits little by remaining in college longer than two years; the percentage of failure in medical school of inferior three-year college men is somewhat larger than the percentage of failure of inferior two-year college men; in both cases the mortality is very high. On the other hand the man doing average work or better materially improves his chances of success in medical school by remaining an additional year in college. Students with

a full "C" average for three years in college have almost without exception a similar satisfactory average in the medical school.

The recommendations of the committee are that men with poor records at the end of two years of pre-medical work be discouraged from continuing, and that men with satisfactory records be urged to continue their college work for at least an additional year before entering medicine. The Medical School is making the findings of the College Committee a basis for the revision of its entrance requirements.

*Rollins College*, Florida, oldest institution of higher learning in the state, has taken a most unique step. It is venturing upon an educational program characterized by the absence of "the old-fashioned lecture and recitation system," to put the matter negatively, or by the "Two-Hour Conference Plan," to more nearly do the matter justice. "During the two-hour period," in the words of President Holt, "the students spend the time in study, in conference with the professor, in small groups of discussion, in writing up class papers, in preparing outlines, and such other matters incident to the mastery of a subject. The relation of the student is primarily to the professor and not to his fellow students. Under the two-hour conference plan faithfulness is insured on the part of the student and the mass system of education is abolished."

It is part of the plan to secure a faculty of "rare souls with the genuine gift of teaching," and also to "build the most beautiful campus that Mediterranean architecture and landscape gardening can devise."

Provost Penniman reports: "It occurred to a number of us at the *University of Pennsylvania*, that it might be well to make an educational experiment, which would consist in putting the non-technical subjects in a group by themselves prior to the technical subjects in our four-year courses and condensing the instruction in the latter to a somewhat shorter period of more intensive study. We, therefore, required two years of straight college work for

admission to the engineering courses, which were then condensed into another two years, with an optional third year of purely engineering work. The experiment has not been under way long enough for us to reach conclusions, but this year we are admitting to our engineering courses only students who have had two years of thorough grounding in college work, including the necessary pre-engineering subjects such as physics, chemistry and mathematics. This has undoubtedly reduced the number of students in engineering for the time being, but we are hoping that with the reduced number we may be able to obtain students who are better prepared for engineering work, than was the case when we admitted them directly to the freshman class in engineering, and to give them, because they are more matured and better prepared, a high type of engineering instruction based on a better foundation."

The most interesting experiment of *Wake Forest College*, North Carolina, was instituted in 1910. It was a modification of the current group system of electives in the curriculum. Instead of three groups; literary, scientific, and social, groups were erected around the chief professions which college men pursue, as letters, science, education, ministry, civics, medicine, law. The student made his choice among the groups at the beginning of the junior year. The courses of the freshman and sophomore years were in subjects of universal human interest without regard to any specific career, and they were required of all students—English, a foreign language, history, mathematics, biology, chemistry, physics. The degrees conferred were B.A. in education, ministry, medicine, etc. For his professional degree the student entered with advanced standing a professional school where, as in medicine, only two additional years were necessary. It is claimed for the system which has been in successful operation for seventeen years that (1) neither the college degree nor the professional degree is compromised by this combination course; (2) students are not dropping out of college as before; (3) the graduate passes into his professional preparation without a

jolt, for he has in a way already begun it; (4) the practical relation of such a college course to the life career gives the student genuine interest in his work and reacts favorably upon the entire life of the institution.

#### PERSONNEL WORK

In educational contacts at *St. Mary's College*, Indiana, the relation between teacher and student is very close. Classes are kept small and the individual student receives personal supervision. Backward students are assured of immediate and interested attention, and troublesome cases are studied that their faults and bad habits may be discovered and where possible, corrected. Because of this personal interest on the part of teachers, a blind girl is at present enabled to pursue with satisfactory results the regular course of studies leading to a degree, as a member of ordinary classes. This young lady is the only real "case" in the college, because all those other students who might turn out to be such usually become simply normal students if they are at all the sort of student who can be kept in a boarding school. Vigilance is exercised to discover and eliminate those students who would be a moral menace to the others, even after all possible efforts have been made to help them.

*St. Olaf College*, Minnesota, has a thoroughly formulated program of student guidance. The one thousand students constitute a very homogeneous group of Norse and Scandinavian origin, chiefly from the homes of farmers, merchants and ministers. Data are secured concerning ancestry, church membership, the occupation of fathers, the scholastic preparation of students, and are kept in tabulated form for ready reference. The members of each class of both sexes are listed according to their relative ranking in class work. Each student may know his scholastic status as measured by the faculty and his relative ranking among his classmates. The academic bookkeeper will inform him at any time what his balance in the bank may be. This

information is for members of the faculty also. The progress of each student in the upper, middle, and lower third of each class is known. The causes leading to promotion and demotion are studied and many a personal tragedy is nipped in the bud.

Personnel work at *Smith College*, Massachusetts, consists in the study of individual students to determine their abilities and limitations, to discover their occupational interests, to specify the vocational opportunities open to college graduates, and to help them to understand themselves in such a way that they will be able to overcome obstacles which interfere with their highest point in achievement. Interviews are held with every freshman, as well as with occasional upper classmen. A psychiatrist comes to the college twice a month for consultation with students who need special help. There are group meetings and classes in method. Occupational conferences are held and all students have access to vocational files. Behavior manifestations, environment, and academic and social accomplishment are objects of special study. All organizations of the college cooperate and help the student in self-discovery, self-mastery, and in adjustment to the college community. Special emphasis is placed on vocational guidance and placement for seniors.

*Wabash College*, Indiana, has taken a dozen men from the faculty and assigned to each of them ten students in the freshman class with a view to their learning to know these ten men on an intimate basis. This will be done largely outside of the classroom. They are then to jot down on a record card the things that they feel might be helpful for the teacher to know. The group of twelve faculty men will meet every two weeks and exchange this information so that when the name of a freshman is read, those teachers in the group who have this particular freshman in a class, may also make note of anything that they feel would be helpful to them in their classroom work with that student. There are also group meetings when one



counselor comes with his ten freshmen to the president's house for an evening and the other counselors, if at liberty, drop in so that in the course of time these twelve counselors will have met not only their own ten, but numbers of freshmen from other groups. Out of all this the faculty intends to experiment in the classroom with teaching methods influenced by the teacher's personal knowledge of and personal contact with the men he is teaching outside of the classroom.

*Wheaton College*, Massachusetts, has worked out a plan of student advisers, which is functioning successfully. Proceeding on the principle that the fellow-student who has been through many of the same courses and passed through the same period of adjustment in her freshman year can be of more value to the incoming student than any member of the faculty, a group of especially chosen seniors is fixed upon every year. These seniors meet with the dean early in the fall to discuss the problem of freshman adjustment. Their first responsibility is to establish friendly relations with the girls who have been assigned to them. They help these girls with their schedules, look over their notes, and advise them about library work. As soon as the results of the first quizzes are known, each senior adviser again meets with the dean who, without disclosing the grades of the freshmen in question, gives the upper-classman an idea of the students who need help the most. In actual practice at this stage, the senior adviser is more valuable to the dean than the dean to her: the senior has by the middle of October learned of the mental habits of the freshmen in her charge, the management of their social life, their health, and any tendencies which they may develop which need curbing or encouraging. Later in the year, the senior adviser is again called into consultation with the dean if any of the freshmen assigned to her have failed to make academic adjustments. The success of the whole plan depends, of course, on the sense, the stability, the seriousness, and the sympathetic approach of the senior chosen for the work.

## SPECIAL STUDIES

The administration of the *University of Southern California* has accepted the principle that for students of equal mental capacity and previous preparation, the task of earning a given grade in one course should be not particularly different from that required for the earning of the same grade in another course carrying the same number of credit units for which equal preparation is shown. This principle operates in the marking practice which has been adopted requiring that in all large unselected groups the marks assigned shall conform in general to the following distribution: "F's," 7 per cent.; "D's," 24 per cent.; "C's," 38 per cent.; "B's," 24 per cent., and "A's," 7 per cent. In selecting and organizing the content elements for a given course, the instructors are expected to adjust their several curriculum offerings so that for comparable unselected groups, the distribution of marks assigned will agree approximately with the accepted practice of the University. Conformity to this schedule is, of course, not expected in courses where enrolments are small or highly selected. The program is not alone or even chiefly that of making distributions of marks which conform to the accepted University practice. It is an adjustment of course-content offerings so that in unselected groups enrolled in undergraduate courses, it will require the equivalent of two hours of study and close attention for one lecture or discussion hour per week for a highly superior student to earn a mark of "A" in one hour of credit: for a superior student to earn a mark of "B"; for a student of average ability to earn a mark of "C"; and for a below-average student to earn a mark of "D."

A noteworthy event in *Wesleyan University*, Connecticut, last college year was the appearance of the undergraduate report upon which about twenty students had been working for more than a year. The report has been printed and distributed as a number of the *University Bulletin*. The

organization of the report, the clarity of its English, and the general spirit of the document have received high appreciation from faculty and alumni. Already the faculty have adopted some of its recommendations, as for instance, a modification of the elementary course in biology to include more hygiene and physiology, and of the introductory course in geology and evolution so that it will become in part a science survey course.

The *Y. M. C. A. College*, Illinois, under a grant from the Laura Spelman Rockefeller Memorial, has under way a series of research projects looking toward the better selection and training of secretaries for the Y. M. C. A., and toward a better measure of the output of the Association. The research is under the direction of Dr. Lester W. Bartlett. More specifically, in measuring the output, the projects are as follows:

(a) A study of the activities of the state traveling secretary who supervises the local Y. M. C. A.'s in colleges and universities.

(b) A study of the changes that take place in young men as a result of their activities in the Y. M. C. A.

(c) A study of the good will of representative Y. M. C. A.'s as reflected in membership, contributions, lay assistance, etc.

In determining the criteria for selecting professional and lay workers, there are being applied to the students of the college, and gradually to the profession at large, tests of intelligence, attitudes, interest, and physical efficiency. Also there is being developed a more complete record of achievement for determining the prognostic value of these tests.

#### STUDENT PARTICIPATION IN GOVERNMENT

*Hastings College*, Nebraska, reports an interesting experiment in self-government which is being carried on in its dormitory. A "mayor," who must be an upper classman, and who acts as the presiding executive officer for the

group, is elected by the students rooming in the building. A "council," consisting of one man from each of the two floors, and the mayor formulate policies and make the rules, which are executed by a "chief of police" and two "police-men," one from each floor. Freshmen are not allowed to vote until after an "initiation," which occurs within two weeks after the opening of the fall semester. This plan and all activities under it are subject to the approval of the dean of the college. Thus far he has had no occasion to disapprove of anything that has been done.

*Illinois College* is instituting a student-faculty cooperative government plan. The constitution provides for two bodies—a forum, which has legislative powers only and a council which has executive and judicial powers only. The forum consists of one representative from each of the student literary societies (Illinois has no fraternities), two representatives from the group of non-society students, and eight members of the faculty. The council consists of the student members of the forum other than freshmen. The forum has power to make regulations for "student conduct and student activities, including inter-class relations." All present regulations passed by the faculty during the course of the years continue in force until repealed or changed by the forum. The council has power to investigate and try all cases where breaches of the regulations laid down by the forum are involved. Findings of the council are reported to the dean of the faculty for enforcement when that is necessary.

#### THE "CUT" SYSTEM

Last year *Haverford College*, Pennsylvania, instituted an unlimited cut system for upper classmen. The dean believes that an increasing sense of responsibility among the students will gradually overcome the evils of excess absence. Little or no ill effect on grades was noted under the plan and the system is being tried out again this year.

At *Trinity College*, District of Columbia, a "cut and bonus" system has been working successfully for two years.

It was inaugurated to overcome two evils; one, the over-cutting of classes; the other, the extending of vacations at either end. It works on the principle of loss of credit as a penalty for unnecessary absences. By means of the bonus, however, a student may earn the right to a limited amount of extra time. A student is allowed one cut in each course that has more than one lesson a week. For overcutting she loses one-tenth of a credit each time. For absence on the day before or after a vacation she loses three-tenths for each class. These tenths are added up at the end of the semester and if a student has exceeded her allowance she is required to carry so many extra hours of class to make it up without receiving college credit for them. The bonus is granted for perfect attendance in any course, so many tenths as there are hours of class each week. A student may thus secure 1.5 or 1.8 bonus if fifteen or eighteen hours a week are carried. This may be used in the following semester, but it may not be hoarded for two or three semesters in order to gain a long period of time. Many of the students strive to have perfect attendance to prepare for possible illness. Others who can anticipate a wedding, or some other event that will necessitate absence, know they must earn the right to it in the previous term. This plan is a modification of one that has been used at New Rochelle College in New York for several years.

Last year the *University of North Carolina* instituted an unlimited cut system. The reform was advocated by the dean who wished to emphasize the secondary importance of class attendance as opposed to accomplishment. That the students responded to the faith thus placed in them is evidenced by the fact that the grades for the experimental spring quarter were on a par with those of previous periods and in some cases higher. The plan is being continued in the present year.

#### TYPES OF SUBJECT-MATTER

A comprehensive survey of the civilizations of the Far East is the subject of an experimental course inaugurated



at *Columbia College*, New York, this year. As presented at present, the course comprises a semester each on China and India. A broad preliminary survey of the physical, social, economic, religious and political background of each civilization is first studied to establish a sound basis for more detailed consideration of the history of the past century and the problems of the present. The experimental nature of the course is further indicated both by the fact that it is being prepared and presented by a single member of the college staff and by its method of presentation. Fifteen selected upper classmen, most of them honors students, are registered and are taking the course in seminar fashion. To facilitate further the co-operative discussion method the group has been divided into two sections. Eventually a regular lecture course with one term on China and Japan and one on India and Persia is anticipated.

The course just described supplements the course on Contemporary Civilization, which has been offered in *Columbia College* for eight or ten years, and which has to do primarily with Western civilization.

A freshman review section has been organized at *Converse College*, South Carolina, under the head of the department of education. Members of the faculty teaching freshman classes ascertain as soon as possible the special phases of preparatory work in which the freshmen are particularly deficient. Reports are made of the topics on which more accurate knowledge is desirable and all such students are given weekly drill work, under supervision, by the advanced students in the department.

*Elon College*, North Carolina, has the only college building in our country devoted exclusively to specialized forms of "Christian education." In this building is held an experimental school in Bible study and religious education, every grade of the common branches and high school being represented. The college students take a thorough course in religious education in the classroom and faculty and stu-

dents unite in using the school as a general educational laboratory and for teacher training purposes. It is at one and the same time a building devoted to the science and the art of religion and the graduates of Elon are prepared to go into the church schools as leaders in the home communities. The home, the church, the public school and the college are cooperating in a common task.

A project in "General Reading," begun at *Hamline University*, Minnesota, in 1921, has in six years done much to foster a healthy undergraduate interest in good books. The plan is this: One hundred world classics are selected; freshmen are introduced to one of these, sophomores to another, for the purpose of hinting at the process of creative reading; juniors and seniors meet with small, sympathetic groups of the faculty to discuss separately at least eight other books. This makes a minimum of ten classics outside the beaten track of college courses. Although this reading is an addition to the total requirement for graduation, "honor points" are allowed for good work. Among the many benefits experienced and recognized by students and instructors alike, not the least is the intellectual camaraderie evoked by the friendly give-and-take discussions.

*Keuka College*, New York, has a training course for vacation church school workers each year during the spring semester. This equips the student to organize and conduct a vacation church school in any church or community.

During the summer months opportunity is offered for actual experience in this type of service in churches and communities desiring these schools. A student goes to a community, selects and trains a group of local workers for their respective duties in the school, conducts the school and teaches in it, if occasion demands. For this service she receives a nominal salary. In some instances a single student has conducted as many as five vacation schools, of two weeks' duration each, in as many communities. Two *Keuka* students are awarded fellowships in Columbia Uni-

versity each summer to take courses in religious education and teach in New York City vacation schools. These students assist in the training course for church vacation school workers at Keuka during the college year.

Upon completion of the Christian leadership course a girl is qualified to take a position as director of religious education in a church, community, or larger district; or is prepared to offer volunteer service in the field of religious education in any department or agency of the church.

*Milwaukee-Downer College*, Wisconsin, a woman's college with an enrolment limited to 400, was a pioneer in offering work in occupational therapy, and the first college in the country to make possible combining work for the occupational therapy diploma with work for the bachelor's degree. The occupational therapy student may carry an academic major, earning the B.A., or a major in art, earning the B.S. in arts. In both programs students carry English, foreign language, science, sociology, psychology, design, crafts, special courses in the theory and practice of occupational therapy, medical lectures given by leading physicians, and electives. There is observation and contact with patients in hospitals and workshops during the period of training at the college, and nine months of practice teaching (five of which may be in an approved paid position) in different kinds of hospitals and workshops which take the students for training, after the four years at college, before the diploma in occupational therapy is awarded. The program trains students with a strong academic (as well as professional) background, who may well become leaders in one of the finest and most interesting new professions open to women.

The "books course" at *Ripon College*, Wisconsin, has outgrown the experimental stage. It was inaugurated in 1926, and is open to any upper classman who is making good grades. Its purpose is to acquaint students with the

best current literature in all lines, and to help them form good reading habits. Ten members of the faculty cooperate.

There are two class periods per week and a two-hours conference once in two weeks. Each student elects his line of reading, and joins a conference group under the appropriate professor. The class hour is given to the presentation of a book,—not an exhaustive review, but a stimulating introduction, to induce interest and curiosity sufficient to send readers to the library for the book. The class is open to visitors, both students and townspeople.

No student can read all the books presented in class, but he gains a general knowledge of books, and adds new lines of interest. There are conference sections reading and reporting on Biblical literature, English and foreign literature, history, civics, and philosophy. The new feature added this year is a section reading scientific books.

The *College of St. Catherine*, Minnesota, is giving thoroughgoing attention to projects in hygiene. The plans for this year consist of a study of physical, social and mental hygiene throughout the freshman year; one project during each quarter of the sophomore year devoted successively to child guidance, successful behavior, and reconditioning unsuccessful behavior; the psychology of adolescence for juniors; and an introduction to the devout life for seniors. Some of the projects, which are carried on by students who have had general psychology, parallel the work in educational psychology. The students study specific life situations, use an extensive bibliography and make reports on observations and reading. For example, a group of junior sister teachers and one of secular women teachers attempt to gain for themselves the psychiatric point of view by studying a series of problems arranged under the four heads—the technique of study behavior, why bright children fail, how teachers might help, and conditioning and reconditioning behavior.

The School of Citizenship and Public Affairs of *Syracuse University*, New York, was organized in 1924 for the express purpose of giving students a better understanding of the meaning of citizenship and stimulating in them such an interest in public affairs that they will participate actively in the civic life of their community after graduation. The most representative course developed under the auspices of the school is required of freshmen and entitled, "Introduction to Responsible Citizenship." It is organized around the conception that citizenship embraces not alone political, but practically all human relations. The purpose of the course then is to make the students aware of and sensitive to the importance of right relations in all social spheres. The method adopted is to select a series of current situations that root largely in one or another of the social sciences. About five weeks are devoted to each field. Opportunity for rational analysis and the development of insight is given as well as for implanting a sense of responsibility for fair dealing and tolerance.

One lecture hour is scheduled per week for the five hundred and more students, and two meetings in sections of twenty-five. In the latter the instructors seek to bring about a situation congenial to "wrangling." Provision is made for two to three personal interviews each semester between each instructor and his students. The problems under discussion in the course as well as all sorts of campus and personal problems are aired in these conferences. The instructor takes on the rôle of adviser and at times father confessor. For the purpose of stimulating voluntary outside reading, reading lists are distributed and a staff member is assigned the task of consulting with students guiding their reading and discussing with them their written criticisms.

After a course of orientation lectures had been conducted at the *University of Kentucky* for freshmen for a number of years, the question arose whether a suitable supplementary



course for sophomores could not be devised. Conferences with interested teachers led to the establishment of a course, which was to be limited to a hundred students invited by the faculty. The ideas crystallized into a two-fold object—one to bring before these students problems that touched life intimately and the other to train them in proper methods of group discussion. The groups were limited to ten or twelve, each group under the supervision of a teacher. The teacher opened the discussion, then turned the subject over to the group. While the discussion was in progress, the leader interposed only occasionally in order to prevent wandering or wrangling. At the close of the hour the leader would take five or ten minutes to sum up the argument and to point out glaring defects in the conduct of the discussion. The course aroused considerable student interest. The chief difficulty encountered was to find teachers who were interested enough and had time enough to carry the additional load.

*Washington University*, Missouri, has had in operation for the past four years an experiment to determine to what extent a college of liberal arts can be maintained in the Middle West devoting itself frankly to training in the *foundations* of organized knowledge, and requiring as part of its curriculum leading to a degree a one-year course in either, Latin, Greek or mathematics. The plan meets with some resistance both from students and faculty, and Dean James reports he is not able to say how successful it may be judged to be or whether it will be maintained.

This year, for the first time, *Wellesley College*, Massachusetts, is conducting a Nursery School for children from two to four years of age. Professor Arthur O. Norton, head of the department of education and chairman of the committee in charge of the new school, states that the idea originated in England over a century ago, when children as young as three years were taken to "infant schools."

In connection with this school the college department of education is offering graduate students independent work in the theory and practice of nursery school training.

At *Whittier College*, California, there is in operation one of the most consistent efforts to be found anywhere at synthetic thinking. The principle of the orientation course is carried through the four years of college life. During the freshman year all students make a study of the home in particular and of human institutions in general. During the sophomore year all students study psychology. They do not confine themselves to the traditional method, however, but in addition attempt to interpret their enlarging world of knowledge and experience from the psychological point of view. During the junior year sociology is their central study and the dominant tool of appraisal and interpretation. Their spiral progress culminates during the senior year in a study of the methods and achievements of the philosophers and the effort to relate themselves anew to their knowledge in terms of philosophic concepts, and religious values and experiences. The idea is for each student at graduation to have a consistent if tentative philosophy of life. Each of the unifying courses is conducted by a teacher especially equipped for the task.

## CONCERNING FRESHMAN HOUSING

BY RUTH E. ANDERSON\*

The importance of living conditions in relation to the welfare, success and happiness of the student has long been recognized. There are but few colleges and universities that do not attempt some control of the housing situation through the erection of dormitories, the listing of approved houses and rooms, and the regulation of fraternity and sorority quarters. But that freshmen deserve more in the way of accommodations than the leftovers of upper classmen or merit special consideration and attention in this respect is a more recent acknowledgement of responsibility.

With the view of determining what provisions are made for the housing of freshmen, one hundred and fifteen colleges and universities were recently requested, in connection with a case study pertaining to other phases of freshman welfare, to describe their present arrangements. Fifty-four institutions from all sections of the country responded, and represent, we believe, a fair cross section of prevailing conditions.

From these findings, it is evident that the proper housing of freshmen is regarded in many quarters as a very vital problem of college life. There is no consensus of opinion as to the best means of solving it—some colleges finding one method and others another equally satisfactory—or unsatisfactory. Twelve, or 22 per cent., report that no special attention is being given to freshman housing, and in at least one instance, it is indicated that the present facilities, rather than a lack of interest in the matter, make it impracticable.

Five institutions stipulate that the freshmen must live in the dormitories in so far as accommodations permit, and

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in four others the freshmen women only are subjected to this regulation, one of these having no men's dormitory. There is no evidence in any of these instances that aside from this general ruling further attention is given the matter.

Thus a total of twenty-one, or 39 per cent., have no definite policies concerning freshman housing.

In this connection it is interesting to note that eight of the fifty-four (Colorado College, De Pauw University, Eureka College, Hamline University, Ripon College, University of Maine, University of Oregon, and Washington and Lee University) state specifically that freshmen are permitted to live in fraternity or sorority houses. In the case of Eureka, Hamline, and the University of Maine this privilege is extended to the men only. Wherever there are women's dormitories, freshmen girls are, as a rule, barred from residence in the sorority houses.

Among the plans for freshman housing that are reported, two distinct tendencies are observed—first, the segregation of freshmen, and second, the mingling of freshmen with upper classmen. There is much to be said in favor of each method. Some university authorities feel that it is necessary and desirable to foster the growth of class spirit and regard the living and eating together of freshmen as an effective means of stimulating it. On the other hand, there are colleges which consider the rapid adjustment of the student to college life as of prime importance and to that end advocate contacts with upper classmen in dormitory association. President Angell, in his report for 1922-23, pertinently states the advantages of these two plans as follows:

Much is to be said for each policy. The former leads to the early crystallization of class feeling, to the promotion of general social contacts in the group and probably tends to discourage premature decisions as to the student's subsequent program, both academic and social. On the other hand, the second method gives the student better opportunity promptly to sense the spirit and sentiment of the University and to orient himself in the ways of the place.

Thirty-three, or 61 per cent., of all institutions reporting appear to be giving this problem serious thought. Of these, twenty-eight, or 85 per cent., sponsor one or the other of the policies outlined above. Conditions in the other five are described individually.

### *The Segregation of Freshmen*

Since 1914 Harvard has had freshman dormitories, and to-day its freshman quadrangle represents one of the most conspicuous experiments in this direction. Yale is pursuing the same policy although unable at present to house all her freshmen in dormitories. The success with which this method has met in such institutions is no doubt responsible for its adoption in others. Seventeen segregate the freshmen by the assignment of certain dormitories or sections of dormitories for their exclusive occupancy, and another institution states that it expects to put such a plan into operation as soon as facilities permit. Eighteen, or 33.3 per cent., of the fifty-four operate or expect to operate under this policy, and these eighteen represent 54 per cent. of the institutions which report special provision for freshman housing. (See Table I.)

"We believe that this living together of the freshmen men contributes largely to the value of their college life and to their happiness and democracy," says Dr. R. M. Hughes, formerly President of Miami University, where this plan has been in successful operation for a number of years.

At Colgate University the freshmen dormitories are conceived for the definite purpose, it would appear from the statement below, of removing the first-year men from the fraternity houses.

As soon as we have dormitory space for the purpose, we shall place our freshmen in dormitories by themselves, and we shall probably forbid their joining fraternities, as they do at present, until their second year. We shall do this with a view to making them college men before they are fraternity men. The student body in each



dormitory will organize as a self-governing body and have charge of their own dormitory.

On the other hand, one college official still struggling with the problem writes as follows:

The freshman dormitory for men has not been eminently successful. Men of collegiate age are not particularly amenable to restraints such as must be effective in any dormitory environment.

In some of the colleges of this group the segregation of freshmen is a plan adopted only after considerable experiment. Wheaton College (Mass.), for example, has been lodging its freshmen, a certain proportion of them, in each of the college houses on campus and off. In the present year, however, upon the proposal of the College Government Association all freshmen will be placed on the campus, relegating the sophomores and juniors to off campus houses.

TABLE I

## Institutions in which Freshmen are Segregated\*

Agnes Scott College	Miami University
Colgate University**	Morgan College**
Dakota Wesleyan University	Stanford University
Fisk University	Swarthmore College
Hamline University <sup>1</sup>	University of Arizona
Harvard University	Vassar College
Kalamazoo College <sup>2</sup>	Western Maryland College
Lafayette College	Wheaton College
Lawrence College <sup>3</sup>	Yale University

*Freshmen with Upper Classmen*

In direct contrast with the policy of the institutions named above, the ten listed in Table II (p. 353), believe that the best results are obtained through the association of

\* In so far as facilities permit.

\*\* Expect to put this plan in operation as soon as possible.

<sup>1</sup> A very few freshmen are permitted to live in fraternity houses.

<sup>2</sup> Women freshmen, only, segregated.

<sup>3</sup> A number of upper classmen in freshmen dormitories. It is not stated that this arrangement is a matter of policy.

upper and lower classmen in dormitory life. At Bryn Mawr, for example:

Students of all classes live in the various college halls and a definite quota of each class is assigned to each hall, so that a representative body may be found in each. It has been felt that there was a distinct advantage to the college and to the younger students in having the freshmen live in the same building with the older students and share in the established life of the college from the time of their entrance.

Dickinson College reports:

For a number of years we have had a freshman dormitory occupied almost exclusively by freshmen and their senior advisers, and this in itself has done away with many of the objectionable features in our college life, especially the disturbing of freshmen during the night time by sophomores and their ilk.

Hendrix College goes a step farther and not only houses her freshmen with the upper classmen, but places the less studious under the care of the more studious. Wells College also brings its freshmen in contact with the seniors by housing them in the same building, believing that in this way the freshmen are more readily caught up in the current of the general college life after their arrival.

At Williams it is the juniors who become the freshmen mentors. The plan operates as follows:

We set apart a group of dormitories for the exclusive use of the freshmen, feeling that it is desirable to keep the class together for a year. A certain number of juniors, who are selected in consultation with the Student Council, are assigned rooms in these dormitories. These juniors do not act as proctors, although they are expected to be of what help they can in assisting the freshmen to become adjusted to the conditions.

St. John's College in this group is an example of an institution which has tried the segregation plan and found it unsatisfactory. The freshmen are now housed with the upper classmen. Each floor elects its chairman and the chairmen form a dormitory committee for regulations conducive to study and good conduct.

TABLE II

## Institutions Housing Freshmen with Upper Classmen

Bryn Mawr College	University of Oregon
Dickinson College	Ursinus College
Hendrix College	Wells College
St. John's College	Western College for Women
St. Stephen's College	Williams College

*Miscellaneous*

Two institutions report that freshmen and sophomores are housed in the same dormitories. The Dean of Texas Christian University describes their experience as follows:

A number of years ago we had all four classes in one large dormitory and found disciplinary matters rather difficult. Since we have moved the juniors and seniors to a separate dormitory we find discipline much more simple.

The situation at Wesleyan University is reported below:

The results are not very serious although there is a little confusion, more or less good-natured, after such solemn affairs as class banquets. A dormitory committee of upper classmen is in charge of dormitories and cases of disorder are handled by them. The most effective way of meeting such contingencies seems to be that which was employed this year, of telling the disorderly element that their presence is not welcome in the dormitory and forcing them out, and filling their places with the off-campus students who are usually eager to get into the dormitories. This method proved very effective.

At Phillips University there is no different arrangement for freshmen except that they room together rather than with upper classmen.

In some colleges an effort is being made to eliminate the freshmen from the fraternity houses, but President Evans, of Ripon College, finds that his freshmen fare well under such conditions. He writes:

Our freshmen are not segregated. They are accepted in the dormitories and fraternity and sorority houses from the start. We find it very valuable to have them in association with the upper classmen. The dean is aided very much in maintaining academic standards by the cooperation of the house heads who have their own freshman rules.

An unusual situation is that at Hope College, described as follows by President Dimnent:

The matter of freshman housing does not offer difficulty here. We have taken the position that no "dormitory" or "frat house" is a fit place for freshmen. . . . We canvass the town for rooms for students and have succeeded in the last ten years in creating a demand among the townsfolk for student roomers. . . . We seek to persuade each student to room alone and advise landlords to take not more than two or three. Women are cared for in the Women's Residence and senior women are taught to feel that it is a privilege to room in city houses and that they must conduct themselves as members of the household. Weekly reports are asked from the landlords of these homes—more of a deterrent perhaps than an educative proposition. The writer is responsible for this "dormitory" attitude, but the faculty have come to see the value of the notion. "Barracks" living will never make "gentlemen" and "scholars." And as for the "frats," East India has nothing on them in the matter of caste—the freshman will lose his "democracy" soon enough without their assistance.

. . . . .

It is obvious from the facts set forth in this study that there is no "best" method of housing freshmen. A plan eminently successful in one college fails in another. The traditions of the institution, its size, the accommodations available, the general spirit and morale of the student body, and the personalities responsible for housing conditions and government are elements which enter into any solution of the problem. Each college must analyze its own situation and the probable results of various policies.

#### Institutions Included in this Study

Agnes Scott College	Dickinson College
Baldwin-Wallace College	Eureka College
Bryn Mawr College	Fisk University
Bucknell University	Geneva College
Colgate University	Guilford College
Colorado College	Hamline University
Cotner College	Harvard University
Dakota Wesleyan University	Hendrix College
Davidson College	Hope College
DePauw University	Kalamazoo College

Lafayette College	University of Arkansas
Lawrence College	University of Arizona
Miami University	University of Kentucky
Morgan College	University of Maine
H. Sophie Newcomb College	University of Oregon
Oklahoma Baptist University	Ursinus College
Park College	Vassar College
Phillips University	Washington and Lee University
Pomona College	Wellesley College
Ripon College	Wells College
Russell Sage College	Wesleyan University
St. John's College	Western College for Women
St. Stephen's College	Western Maryland College
Southwestern University	Wheaton College
Stanford University	Whittier College
Swarthmore College	Williams College
Texas Christian University	Yale University

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### MEETING OF THE EXECUTIVE COMMITTEE

An all-day meeting of the Executive Committee was held at the City Club, New York, Saturday, November 5. The work of the year at headquarters and among the standing commissions was reviewed, numerous official communications, including eight applications for membership, were carefully considered, the tentative program for the annual meeting was discussed and approved with suggestions for its completion, and a tentative budget for 1928 to be recommended to the Association was adopted.

The Committee will meet at 8:00 A. M., at breakfast at the Hotel Chalfonte, on Friday, January 13, to transact such further business as may require attention before presentation of its report to the Association.



## PROFESSIONAL COURSES IN HIGHER EDUCATION

### TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Courses in the organization and administration of higher education have been offered at Teachers College, Columbia University, since the beginning of the academic year 1923-1924. During the academic year three types of courses have been provided: a general course informational in character, a research course, and a seminar. The general course has been conducted by a group of professors and lecturers who are specialists in the several fields in the administration of higher education. The topics include: historical background, control, types of organization, and professional education; selection of faculty members, and the organization of departments of instruction; budgets, business administration, and buildings and grounds; tests and measurements, and personnel administration; the relation of higher education to religious bodies, and administrative and curricular problems of the American college, and the relation of higher education to philanthropic organizations, and endowment and retirement plans. The research course has been limited to those who are working intensively upon some problem. Those registered in this course have had the opportunity of using the facilities of the institution for laboratory purposes and arrangements have been made frequently for the study of some problem of special interest to the educational foundations whose headquarters are in New York City. Registration in the seminar has been limited to candidates for the degree of Doctor of Philosophy with majors in college administration.

During the past three years students in college administration have had the opportunity of sharing in the conduct of a number of surveys of colleges and universities, thus

supplementing the organized work in instruction with actual field practice. The survey of the colleges of the United Lutheran Church of America which is now being conducted affords a splendid opportunity. Arrangements have been made for conducting a number of other surveys so that students in the future will be assured of this type of opportunity.

The staff in college administration for the academic year includes: Director Robert J. Leonard, Dean-Emeritus James E. Russell, Professor Edward S. Evenden, Professor Ben D. Wood, Dr. Robert L. Kelly, and Dr. Clyde Furst.

During the summer session the Teachers College staff has been supplemented by administrative officers of other institutions and the offering of courses considerably increased in order to meet the demands of administrative and instructional officers now in service. In the summer of 1927 a course in the Educational Problems of the College was provided for the first time and the rather remarkable response which was attained indicates a new field of educational service. This course was designed to meet the needs of professors and instructional officers in liberal arts colleges. The registration comprised fifty-two individuals. Professor L. B. Richardson, of Dartmouth College, was chairman of the staff, which included Dr. Robert L. Kelly and Dr. Ben D. Wood and which was supplemented by special lectures from Dean H. E. Hawkes and Director J. J. Coss. In this course consideration was given to the place of the college in the American system, the raw material with which the institution must deal; systems of admission; grading systems; the application of psychological tests, and of examinations of the newer type; theories of curriculum building and discussion of various types of curricula; the place of the different departments of instruction in the curriculum, and the treatment of students of high capacity.

It is reasonable to conclude that the experimental period has been passed in the conduct of courses in higher education and that we may look forward to a field of very wide

and substantial service.—*Robert J. Leonard, Director, School of Education.*

#### THE OHIO STATE UNIVERSITY

Dr. Zook, President of Akron University, offered in the Department of School Administration of Ohio State University during the summer of 1927 a course described as follows:

##### *Administration of Normal Schools and Colleges*

An investigation of the various types of control, organization, and administrative policies as illustrated in selected colleges, universities, technical schools, junior colleges, normal schools, and normal colleges.

The above course was attended by sixteen students, fourteen of whom received credit. All of these students were of advanced graduate standing, approximately half of them being candidates for the Ph.D. degree.

We have proposed the offering of two courses on the campus next summer. One of these will be the course described above and the other will be a course on the Administration of the Junior College.—*E. E. Lewis, Director, Department of School Administration.*

#### THE UNIVERSITY OF CHICAGO

The University of Chicago offered during the summer quarters of 1926 and 1927 a series of courses for administrative officers of colleges, universities, and teacher training institutions. It has also conducted each year an Institute for Administrative Officers of Higher Institutions. Evidence of the success of both the courses and the institute is found in the very large increase which occurred this summer in the number in attendance.

Before the close of the summer quarter of 1927 the students who were enrolled in courses for administrative officers requested that the program of courses be enlarged in the future, in order that they might carry forward a regular

sequence of studies in that field. They also requested that fellowships be provided which would make it possible for a limited number of administrative officers to pursue their studies during the regular academic year. It was further suggested that these officers be given opportunity to participate in various administrative activities, thus securing practice under guidance in administrative duties.

In connection with the afternoon sessions of the institute, action was taken by those who attended on several important administrative problems. One advantage which attached to this procedure was the fact that it brought forth more intensive, productive discussions of specific issues. At the close of the institute there was a unanimous expression of appreciation on the part of the two hundred or more in attendance, and a definite request that the institute be repeated next summer.—*William S. Gray, Dean of the College of Education.*

#### GEORGE PEABODY COLLEGE FOR TEACHERS

The George Peabody College for Teachers, Nashville, Tenn., had a class in College Education during the special summer quarter 1927, practically all of whose members represented college staffs either as officers or teachers. A feature of the quarter's work was a survey of two colleges—the Presbyterian College at Clinton, S. C., and of Southern College, Lakeland, Florida.—*Shelton Phelps, Director of Instruction.*

#### SCHOOL OF EDUCATION, NEW YORK UNIVERSITY

The School of Education of New York University aims to be a professional school of education in the sense that it includes in the service which it attempts to render all phases and levels of the profession of education from the kindergarten and the elementary school to and including the college and university. For work in college and university teaching and administration it considers itself pecu-

liarly well situated. It is a part of a great cosmopolitan university that numbers in its student body more than 30,000 students and in its faculty more than 1,200 members engaged in every modern type of higher education both cultural and professional.

The School of Education is organized in both an undergraduate and a graduate division. Its present student enrollment is approximately 3,000 of whom more than 700 are graduate students representing 165 colleges and universities. In the graduate division the faculty is authorized to set up its own curricula and recommend directly to the Chancellor and the Administrative Council of the University its own candidates for both the M.A. and Ph.D. degrees. In carrying on its work the school seeks and secures the cooperation of both the graduate school and the undergraduate schools and divisions of the University. This affords a unique opportunity for cooperative study of problems of teaching and administration. The curricula in college education at present carried by the School of Education in cooperation with other faculties of the University, chiefly those of Washington Square College and the Graduate School, provide for various fields of college teaching and administration and are organized in general as follows:

A. Requirements for the *Degree of Master of Arts*:

- (1) Courses aggregating twenty-eight points, distributed as follows:

In subject matter not more than 18 points.

In education ..... 10 points.

- (2) An appropriate thesis.

- (3) Experience in teaching under the supervision of the Department of College Education in the School of Education and of the Chairman of the department in the Washington Square College in which the student is majoring.

B. Requirements for the *Degree of Doctor of Philosophy*:

- (1) Courses, aggregating 72 points, distributed as follows:

In subject matter not more than ..... 48 points.



## In education:

Educational Psychology .....	4 points.
College Teaching .....	6 points.
College Administration .....	6 points.
Electives .....	4 points.

- (2) Thesis on some appropriate problem relating to the teaching or content of the major subject in colleges.
- (3) Experience in teaching as required for the Master's Degree.

It is understood, of course, that the qualifications required of students for admission to these curricula are essentially the same as those required of matriculants in the Graduate School and other departments of the graduate division of the School of Education.—*John W. Withers, Dean, School of Education.*

## COLLEGE OF EDUCATION, UNIVERSITY OF MINNESOTA

The University of Minnesota Institute on Problems of College Education was held for a two-weeks' period in July, 1927. Morning meetings were held daily for two-hour periods. Each afternoon was left open for work in the library, recreation, etc.

The topics of the Institute were arranged under three heads: Student Personnel, Curricula and Instruction, and Organization and Administration. The following list of topics will suggest the scope of the meetings:

*Student Personnel*

Student Mortality and Survival; Methods of Student Accounting.

Registrar R. M. West.

Student Ability and Its Measurement. Dean M. E. Haggerty.

The Prediction of Student Scholarship. Dean J. B. Johnston.

The Selection of College Students. Dean J. B. Johnston.

Measuring Student Achievement. Professor W. S. Miller.

The Control of Student Health. Dr. H. S. Diehl.

Mental Hygiene for College Students. Dr. S. Blanton, Professor F. M. Rarig.

The Control of Student Life and the Significance of Extra-Curricular Activities. Dean Anne D. Blitz, Professor F. S. Chapin.

A Program for Student Counselling. Professor D. G. Paterson.

*Curricula and Instruction*

Improving College Instruction in Science. Dean E. M. Freeman, Professor C. M. Jackson.

A College Curriculum for Women. President J. M. Wood, Professor Wylle B. McNeal.

Educational Experiments and Publicity. President E. C. Elliott.

Reorganizing the College Curriculum. President E. H. Wilkins, Dean F. J. Kelly.

The Improvement of College Teaching. A. J. Klein, Chief, Division of Higher Education, Bureau of Education.

The Effect of Increasing Class Size on the Efficiency of Instruction. Professor Earl Hudelson, Professor H. A. Erikson.

The Future of the Liberal Arts College. President D. J. Cowling.

The Cultural and Spiritual Life of the Undergraduate. Chancellor E. H. Lindley.

The Function of a Graduate School. D. A. Robertson, Assistant Director, American Council on Education, Dean G. S. Ford.

#### *Organization and Administration*

How Shall We Study the Problems of College Education? President L. D. Coffman. Present Status of the Junior College Movement. Professor L. V. Koos.

The Junior College and the Reorganization of Secondary Education. President J. M. Wood. The Trends of Reorganization of Higher Education as Affected by the Junior College. Professor L. V. Koos.

Selection and Improvement of the College Faculty. President E. C. Elliott, Dean G. S. Ford.

The Orientation of the College Student. President E. H. Wilkins, Dean J. B. Johnston.

Studying the International Problems of the University. A. J. Klein, Chief, Division of Higher Education, Bureau of Education, Dean M. E. Haggerty.

Budget Making and Educational Policy. Professor Fred Engelhardt. Making and Administering the College Budget.

Financing the Liberal Arts College. President D. J. Cowling. The Support of the State University. Director R. R. Price.

Knights of the Hickory Stick—Dinner for men. University Control. Chancellor E. H. Lindley.

Open Meeting—International University Relations. D. A. Robertson, Assistant Director, American Council on Education.

The papers and discussions as presented at the conferences were recorded by stenographers and will appear in a volume now in the University of Minnesota Press.

The attendance at the Institute was surprisingly large. It included college presidents, deans, registrars and teaching members of college and university faculties. In geography the entire country was represented.

Informal and voluntary meetings were conducted by those in attendance from time to time. The interest in the Institute was sufficient, in the minds of the University authorities, to justify its repetition in July, 1928.—*M. E. Haggerty, Dean, College of Education.*

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There is no doubt whatever about the ability of our graduate schools to give all that is necessary or desired in the way of instruction and training so far as subjects to be taught are concerned. The acceptable teacher today must have other accomplishments than these. He must in some way, either by his own effort or by some other agency, become familiar with methods of teaching and all those subtle and intangible agencies which each individual teacher must employ if he hopes to reach the mind of the modern day youth in any effective way.

It would seem to us that the time has come when there should be a great effort made to train young teachers in the proper methods of instruction, so that through personality and magnetic influence they may be able to do something more than fill the student full of information. The whole object of teaching, it would seem to us, is to arouse intellectual curiosity, to inspire men to nobler effort, which is to be accomplished through personal touch. When we consider the wide extent of the field of service, the great variety and complexity of the work to be undertaken, and the subtle qualifications which the teacher must have if he is to be hopeful of success, are we not persuaded that the educator, particularly in our higher institutions, should have special training for his arduous task?—*Otis E. Randall, Report of the Commission on Enlistment and Training of College Teachers.*

## "A SERIES OF PREJUDICES"

PRESIDENT MAX MASON

The University of Chicago

Some college will some time have the courage calmly to abolish the entire system of credit bookkeeping. What college it will be I can't say; it may be that the University of Chicago will be the one to do it.

Some time in the future we may have a better idea of what education is all about, exactly what we are trying to do. We are trying to create a breadth of intellectual interest, to make students aware of the happiness and value that comes from knowing things, and to find the beauty existing in the workings of the mind. A second important aim is to inculcate the technique of intellectual procedure in problem solving, for the idea must be accepted that life in any plane is an unending and continuous series of problems. Along with that goes the formation of the habit of general reading and general thinking.

So long as we work on the assumption that the majority of students come to our colleges to resist education, the students are going to play the game of instructor *versus* pupil; the game of learning *versus* getting credits. It will be an interesting day in education when it is recognized that students are not reciting to please their instructors. In place of the credit system, it might be better to substitute a comprehensive final examination on subject rather than course, and a series of personal reports from each student at the end of each term, which gave his own estimate of his intellectual progress.

It is desirable for a student to know how he is progressing, and from the educational viewpoint an intelligent report on that progress is desirable. What he is reading, what he thinks, and his plans would enable a university to see

exactly what is happening in his mind, in a much more effective measure than does the present system. It would be the sort of stock taking that is necessary in later life.

We in education do the same thing that parents do with their children, we safeguard them from making mistakes and from the consequences of making mistakes. There is no opportunity to make mistakes and suffer the consequences in college, except perhaps on the football field. If we could answer the question of how we can let students make mistakes and suffer the penalties as they will do when they leave college, we might have an answer to the problems of education.

There seems to be too much factual content in the courses to-day; we try to give every bit of information possible. What is necessary is that we should inspire intellectual curiosity, and let the students find the facts themselves. The short-cut method of telling in phrases what it has taken man thousands of years of bitter experience to learn is dangerous. The lecture system is valuable only when it gives students an opportunity to see the way the lecturer's mind works and gives contagion of interest. We should allow some of the joy of discovery to the student.

CHANCELLOR SAMUEL P. CAPEN

University of Buffalo

There should be a distinct gap between the junior and senior colleges, for that is the natural place for a terminus of a certain type of education. Professional study should begin with the end of the junior college. In the future it is likely that the work of the junior colleges will be absorbed by the secondary school system, and the senior college will extend its work upward into the graduate type of performance, with the emphasis on individual research.

Graduate schools have become, like the colleges, dominated by credit system which forces a sort of educational lockstep. Obviously there is a need to do away with the



mechanism, and to break the domination of the registrar's office. The exchange of the credit system currency between colleges has been a barrier to educational reform. For instance, the introduction of honors courses raised a big problem, because there was no set number of semester hours for the credit currency to use when a student transferred from one college to another.

PRESIDENT JAMES R. ANGELL

Yale University

One often meets a bland assumption that to limit your student attendance all you have to do is announce the number you will accept and forthwith the trick is done. Unhappily, when you have decided on the number you will take, your troubles have hardly begun. That certainly is the easiest and simplest step in the entire transaction. Certain private schools in the early days of limitation used to proceed on the principle, "first come, first served." Whereupon as soon as a child was born, his parents entered him instantly for Barchester-on-Sea. Children had to be born early to avoid the rush. But this principle is less applicable in the colleges and in those which have *really* had to face the question of choosing a certain number from a much larger number of applicants, all of them intrinsically acceptable, the problem presents extraordinary difficulties.

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After all, the question whether a few thousand students more or less are in colleges who would better be somewhere else is of relatively minor importance for society as a whole. What is of crucial consequence is that the education which the colleges are offering to these young people shall be thoroughly sound and fruitful and that if it be not so, feasible methods be discovered for introducing into it elements of more unequivocal worth. It is because our present education is thought by many persons to be shoddy

and superficial (as much of it probably is), permitting young people of the slenderest and most meager intellectual powers and achievements to go forward indefinitely in it, that the misgivings deserving serious consideration really arise. Satisfactorily to meet this type of apprehension involves a reconstruction of our whole educational program from the kindergarten up, with the more persistent stressing of strictly intellectual standards and the introduction, into the upper ranges at least, of far more of the principle of competitive selection. Such a procedure might well culminate in a university college vastly more committed than is the present college to severe intellectual discipline and far less tolerant of the choking undergrowth of so-called student activities which have sprung up largely because the college has not itself furnished channels adequate to drain off all, or even the larger part, of the available energies of its students. Whether the American public can be persuaded to accept on any large scale this conception of the college and the underlying education essential to its realization, in place of the present procedure with its frank desire to deal out a strictly democratic equality of educational opportunity to all, too often in grotesque disregard of native ability, remains to be seen. But we shall secure no enduring relief from our existing embarrassments until the present loose standards of educational accomplishment, which would not be tolerated for a moment in commerce or industry, or even in college athletics, are replaced by rigorous ideals of solid achievement based on the prolonged intensive training of genuine ability. In "The Overpopulation of the College," Harper's Magazine, October, 1927.

### THE COLLEGES IN CURRENT LITERATURE

It would take an alert reader to find a current magazine without at least one discussion of the American college. An effort has been made to list these articles for the months of January to October (with such November magazines as have been catalogued at the time of writing), inclusive.\* The list represents less than a year's output therefore and discloses a most striking public interest in the most criticized and best loved unit of American education. Magazines devoted exclusively to educational topics have not been included in this list.

*American Magazine*, April: Mullett, M. B. When poverty spells riches, it's fun to be poor.

*American Magazine*, May: Dutton, W. S. Is college worth four years out of your boy's life? Interview with W. H. P. Faunce.

*American Mercury*, May: Gillespie, T. N. Masters of pedagogy.

*American Mercury*, June: Angoff. Higher learning goes to war.

*American Mercury*, August: Barrett, L. College elms and chorus girls.

*Atlantic Monthly*, February: Price, L. Hardscrabble Hellas.

*Atlantic Monthly*, April: Palmer, George H. Junior college.

*Atlantic Monthly*, May: Rubinow, I. M. Revolt of a middle-aged father.

*Atlantic Monthly*, July: Bell, B. I. What is it all about?

*Atlantic Monthly*, October: Holmes, H. W. Chaos or cosmos in American education.

*Atlantic Monthly*, November: Gildersleeve, Virginia C., Park, Marion E., Woolley, Mary E., Comstock, Ada L., Neilson, William A., MacCracken, Henry N., Pendleton, Ellen F. Question of the women's colleges.

*Bookman*, May: Potent, W. L. Future of the church college.

*Century*, June: Johnson, G. W. What does the university think and why does it not speak out as an institution?

*Collier's*, January 22: Rice, G. Lost college years.

*Contemporary*, March: Deller, E. Idea of a university in the United States.

\* Compiled from *Readers' Guide to Periodical Literature* and card index file of magazine articles in New York Public Library.

- Current History*, May: Schmidtman, C. State universities add billions to nation's wealth.
- Forbes*, May 15: Coleman, G. W. Should college courses be cut to student means?
- Forum*, May: Aswell, C. Student suicide: is it a disease or a symptom?
- Forum*, August: Carr, A. Doing right by our Nell.
- Forum*, September: Lester, O. C. Educating our Bill: what is best for the American boy?
- Forum*, November: Patrick, G. T. W. The chaos called college.
- Good Housekeeping*, June: Greenbie, M. What shall I do when I graduate?
- Good Housekeeping*, October: Davis, James J. Religion in education.
- Good Housekeeping*, November: Moses, M. J. The cost of college.
- Harper's*, January: DeVoto, B. College and the exceptional man.
- Harper's*, February: Sellers, O. R. Gold-digging alma mater.
- Harper's*, August: Boas. Sonata academica.
- Harper's*, September: DeVoto, B. Co-ed: the hope of liberal education; with some reflections upon her male classmates.
- Harper's*, October: Angell, J. R. Over-population of the college.
- Harper's*, November: Johnson, Gerald W. Should our colleges educate?
- Independent*, June 11: Lyon, H. Heresy and the college.
- Independent*, August 27: Decker, E. They ain't done right by our Nell.
- Independent*, September 10: Hanna, A. J. Education for the student.
- Independent*, October 29: Hourich, Rebecca. Smith College pioneers.
- Literary Digest*, January 15: Football as the goat of college sports.
- Literary Digest*, March 5: Death's head on the campus.
- Literary Digest*, March 5: He stoops to conquer by casting off the white collar.
- Literary Digest*, March 5: Rearranging the Decalog.
- Literary Digest*, April 30: Youth gives the lie to gossip.
- Literary Digest*, May 7: Modern student's creed.
- Literary Digest*, June 11: Underpaid teachers and underpaying students.
- Literary Digest*, June 11: Youth's retort.
- Literary Digest*, July 2: To make students pay more.
- Literary Digest*, July 9: Less drinking on the campus.
- Mentor*, February: Moffat, W. D. Open letter: what good is a so-called liberal education?
- Modern Quarterly*, June-September: Dewey, John. Bankruptcy of modern education.
- Nation*, January 5: Allen, H. Kansas college has its fling.
- Nation*, May 25: Nearing, S. Education for what?

- Nation*, July 27: Some students write well.
- Nation*, September 14: Even a student has some rights.
- Nation*, November 9: Begging for women's colleges.
- New Age*, November: Malkus, H. Is your son worth a college education?
- New Republic*, June 15: James, H. G. Doom of the arts college.
- New Republic*, June 22: Anon. Confessions of a college dean.
- New York Times* (Magazine), January 2: MacCracken, Henry N. Colleges grapple with new order.
- New York Times* (Magazine), December: Kelly, Robert L. Re-making the college curriculum.
- Nineteenth Century*, August: Booth, M. Present-day education of girls.
- North American*, March: Richmond, A. Present educational discontents.
- Outlook*, January 26: Sport or spectacle; excerpts from President Lowell's annual report.
- Outlook*, February 16: Abbott, L. F. Old stuff.
- Outlook*, March 2: An undergraduate. Let's not think.
- Outlook*, March 30: An undergraduate. Sh! I'm thinking: reply to "Let's not think."
- Outlook*, April 27: Taylor, C. K. College entrance problem and a solution.
- Outlook*, June 29: Is education for sale?
- Outlook*, September 7: Huntington, E., and Whitney, L. F. Thing in families.
- Review of Reviews*, February: Thwing, F. College expenses.
- Review of Reviews*, April: Progress of education.
- Review of Reviews*, May: Holt, H. Appeal to college presidents.
- Review of Reviews*, May: Shaw, R. English and American athletics.
- Review of Reviews*, August: Who shall pay for college?
- Saturday Evening Post*, May 14: Sparkes, B. Making the college dollar work.
- Saturday Evening Post*, July 16: Professor's lot.
- Saturday Evening Post*, July 30: Women's colleges.
- Saturday Evening Post*, August 6: Atwood, A. W. Everybody goes to college.
- Saturday Evening Post*, August 20: Harris, C. Manual of education for the educated.
- Saturday Evening Post*, September 10: Atwood, A. W. Who should go to college?
- Saturday Evening Post*, September 17: Checking an education.
- Saturday Evening Post*, September 24: Turner, F. H. Not in the game.



- Saturday Evening Post*, October 1: Atwood, A. W. College of the future.
- Science*, February 4: Carlson, A. J. Research as a method of education.
- Science*, April 1-8: Metcalf, M. M. Research in college and professional schools.
- Science*, April 29: Miller, H. W. Profits derived from segregating college students on the basis of ability.
- Science*, July 8: Herty, H. Productive capacity of a university.
- Scientific Monthly*, January: Heller, O. Passing of the professor.
- Scribner's*, March: Sprau. Forgotten art.
- Scribner's*, April: Walters, R. Getting into college.
- Scribner's*, May: Dashiell, Alfred S. The student speaks out in meeting.
- Scribner's*, June: Shaw, W. B. Problem of the alumni.
- Scribner's*, June: Warfield, F. Sweet girl graduate.
- Scribner's*, October: Gauss, C. Should Johnny go to college?
- Success*, January: Why I would not hire a college man.
- Sunset*, November: Savage, G. W. A new note in American education.
- Survey*, January 13: Hicker, H. D. Making men over.
- Survey*, February 1: Hart, J. K. What price system?
- Survey*, March 15: Orr, D. Students discover education.
- Survey*, May 15: From factory to campus.
- Survey*, June 1: Amidon, B. Learning for living.
- Survey*, June 1: Coffin, J. H. Make the method fit the mind.
- Survey Graphic*, June 1: Bruère, Robert W. Antioch and the going world.
- Woman's Home Companion*, March: Morgan, A. Budget for your life.
- Woman's Home Companion*, April: Emerson, R. P. Four types of physical unfitness in the college.
- Woman's Home Companion*, June: Things my college son must outgrow.
- Woman's Home Companion*, August: Emerson, R. P. Ton of human weight lacking.

## ACADEMIC APHORISMS

A large proportion of the academic aphorisms cited here are taken from the forthcoming book, *THE EFFECTIVE COLLEGE* (see pp. 374, 375), published by the Association of American Colleges. Now is the time to place your order. Address the Association Office, 111 Fifth Ave., New York City.

*Edmund Burke:* A state (or college?) without means of some change is without means of conservation.

*Woodrow Wilson:* A four-horse team can be driven through any formal statement you can make of the purpose of your college. Safety lies in depending on the original impulse.

*Herbert Hoover:* Any one who can do the work should be allowed to go to college, and for the very distinct reason that the American system of education is not simply a matter of training boys and girls in getting some knowledge of technique, but it is a system of sifting and winnowing the population for leaders.

*Frank Aydelotte:* We have long considered growth a sign of success, but we may come to the time when "reducing" will be fashionable.

*Kerr D. Macmillan:* With the disappearance of the fraternities disappears also that social cleavage which appears wherever they are allowed.

*Lucius H. Holt:* Sometime it would be well to section our *instructors*, as well as our students, and the West Point system provides for that very thing.

*Edward A. Pace:* When the college teacher has done his best possible work in his own subject and cooperated with the other members of the staff, he may properly engage in research and devote to it his surplus time and energy. But first and last he must teach.

*John S. P. Tatlock:* A suitable motto for any of our undergraduates (which it is the purpose of the com-

prehensive final examination to displace) would be that of St. Paul—"Forgetting those things that are behind, I press (or possibly stroll) on toward those that are before."

*John R. Effinger*: I should like to suggest that while our age is adjusting itself and its people and its institutions to the new conditions and while we await the formula which will set the college right with the world, that the college in the interval assume as a purely secondary function the task of making students work, even to the extent of using uncouth and drastic methods.

*Max Mason*: I feel that the senior college students, that is, juniors and seniors, may well have one-third to one-half of their work a mere assignment to a place in a department doing creative work, together with an assignment as an assistant—as a hewer of wood and a drawer of water—to somebody who has a real problem in hand.

*Clarence C. Little*: When Dean Effinger said that the Lord had delivered the present generation into our hands, I think he was right, and I wish the parents had done the same thing. . . . They are the "relations" which usually stand between the faculty and the students.

*Herbert E. Hawkes*: The course in Contemporary Civilization at Columbia does not aim to cover all the ground from chaos to Coolidge, but it does aim to "hit the high spots" and to introduce the student to the knowledge of social and economic problems which the intelligent student of to-day might desire to attack.

*John Fiske* (sixty years ago): Teach the student how to think for himself, and then give him the material to exercise his thought upon—this is the whole duty of a university.

*James R. Angell*: There is no obvious method short of the enactment of some kind of an educational Eighteenth Amendment by which the flow of American youth to college can be promptly stopped, or even measurably controlled; and the example of the Eighteenth Amendment is perhaps not wholly encouraging.

*Robert C. Brooks:* Under the Swarthmore plan, with outside examiners, the teacher is a teacher or tutor only. Moreover, it is important to notice that under this plan the final examinations test not only the work of the students who are under fire from the outside; they test also the efficiency of the teachers who have been dealing with those students.

*Silas Evans:* May I submit this query: How much real loss in cultural efficiency would your college experience if from your library one-third of the books carefully eliminated were sold to the junk man, and the money and space utilized for the better service of the remaining two-thirds?

*Trevor Arnett:* The college tuition fee should approach the total cost of education as a limit, and the portion of the cost borne by the undergraduate should approach the total cost as a limit. I mean by this that the goal of complete payment of cost by the college student should be the end sought, and in course of time eventually reached.

*Adam Leroy Jones:* Of 281 colleges replying to our inquiry, 140 or almost half reported that they had under way research upon some topic bearing directly on the freshman year.

*Ernest H. Wilkins:* If you want to do anything for students, do it *with* them; otherwise they think you are doing it *to* them.

*John Palmer Gavit:* The college president's job, then, is somehow to educate into a common understanding and a common purpose five separate and curiously diverse elements, each indispensable in the situation, and each filled with good intentions and infinite potentialities—himself, his trustees, his faculty, his alumni and his students. It is a man's job.

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**CALENDAR**

OF THE ANNUAL MEETINGS, JANUARY 9-14, 1928,  
ATLANTIC CITY, N. J.

(All meetings to be at the Chalfonte Hotel unless  
otherwise announced)

*Monday, January 9.*

Beginning at 10:00 A. M. Seventeenth Annual Meeting of the Council of Church Boards of Education. Sessions throughout the day and evening.

*Tuesday, January 10.*

Beginning at 9:30 A. M. Seventeenth Annual Meeting of the Council of Church Boards of Education continued. Sessions during the morning and afternoon.

The evening is free for meetings of Educational Associations and committees.

*Wednesday, January 11.*

Annual Meetings of the Educational Associations of the Churches. Further announcements later.

*Thursday, January 12.*

10:00 A. M. Joint meeting of the Educational Associations of the Churches with the Council of Church Boards of Education. Theme—*The Preparation of the Minister, the Teacher and the Missionary.*

2:30 P. M. Union Mass Meeting arranged by the Council of Church Boards of Education. *Education and Religion:* Addresses by Bishop Francis J. McConnell, Dr. James Moffatt, Oxford University and Union Theological Seminary, and others.

7:00 P. M. Annual Dinner of the Association of American Colleges. Addresses by the President of the Association, President Lowell of Harvard University, Dr. P. W. Kuo, Director of the China Institute in America.

*Friday, January 13.*

9:30 A. M. Fourteenth Annual Meeting of the Association of American Colleges, continuing throughout the day and evening. Reports of officers and commissions; addresses.

*Saturday, January 14.*

9:30 A. M. Association Meeting continued. Reports and addresses. Adjournment at noon.

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TO SPOT AND TO DEVELOP EXCELLENCE

Practically every one who cares has access to some sort of education; there is, as in a rich democratic country there ought to be, a larger percentage of the total population in elementary schools, high schools, colleges and professional schools, than in any other country on earth.

The administrative, financial and other difficulties encountered in dealing with the quantitative problem have been met by peculiar devices in the way of organization and management, as a net result of which American education plays down to the average, or less than average, whatever an average human being may be held to be.

Meanwhile, mediocre ability and mediocre training are powerless to cope with the problems involved in organizing a nation already containing over one hundred million human beings, to say nothing of obtaining from this vast aggregation and its unparalleled resources an adequate contribution to civilization—to the art of government, the art of living, to science, literature and art. There is danger in complacent acceptance of what was probably inevitable; for before we know it, democracy will have formed the habit of *counting* and will have forgotten that the ultimate test is in *weighing*. . . . If we are to obtain the highest products of modern civilization, the fair field must be so laid out that excellence can emerge; for assuredly a nation of a hundred million will not govern itself wisely, will not make its proper contribution to civilization, unless excellence is esteemed and enabled to play its part.

The honors work is frankly an endeavor to spot and to develop excellence.—*Abraham Flexner*.

ASSOCIATION OF AMERICAN COLLEGES  
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